
1. Political, Social and Economic Background and Trends

1.1. Historical Overview

1.1.1. The establishment of the present form of the Republic

In Hungary, there was a peaceful political and social change (transition) of regime in 1989-90. It formed part of a world scale transformation marked by the break-up of the Soviet Empire and the collapse of the state socialism. Owing to the discussion agreement reached between the democratic opposition (formed by the representatives of intellectual groups and movements) and the weakened communist power- the Constitution of 1949 became modified (Act XX of 1949 on the Constitution of the Republic of Hungary), and the Hungarian Republic was proclaimed on 23 October 1989.

Since the amendment was declared (on 23 October 1989), the Hungarian form of government has been parliamentary democracy. The Republic of Hungary is an independent and democratic constitutional state.

Democratic conditions are characterised by parliamentary alternation.

As a result of the first free elections, a coalition government formed in 1990 ruled by centre right and right-wing political parties (MDF-Hungarian Democratic Forum, FKGP-Smallholders' Party and KDNP-Christian Democrats).

The government had launched an overall privatisation process in the industrial, agricultural and service sector, and also had started to make political and economic restitution, which were partially and inconsequently completed by the end of the government's mandate. The government submitted its membership application to the European Union. Hungary signed the Europe Agreement in 1995.

In the 1994 spring elections, the Hungarian Socialist Party (MSZP) won an absolute majority. Despite it they decided to make a coalition with the biggest Hungarian liberal party, the Alliance of Free Democrats (SZDSZ). The government continued the privatisation process and completed a comprehensive economic stabilization programme.

After the 1998 elections the Fidesz – the Hungarian Civic Party (FIDESZ-MPP) formed a coalition with the Smallholders (FKGP) and the new government was set up with the participation of the two parties.

The general elections held in May 2002 and the following election for local governments were won by the Hungarian Socialist Party. The MSZP made a coalition with the Alliance of Free Democrats.

The 2006 general elections were won by the MSZP and the SZDSZ again, thus they could form a coalition government. In the election for local governments in the autumn of 2006 the FIDESZ-MPP triumphed. Public life and public political discourse are strongly marked by the lack of communication, and polemics between the governing parties and the opposition.

Political stability that characterised the first decade of the transition, along with the overall reforms implemented in (the social welfare), ownership conditions, banking system, public administration and educational system as well as the legal and financial reforms launched into the legislation on industrial, agricultural and service sector, proved Hungary to be a reliable partner for both investors, and international diplomatic partners. The influx of foreign operating capital played a decisive role in the success of the privatisation process, and in the increasing transparency of the economy.

Owing to Hungary's endeavours at Euro-Atlantic integration, the country had been rewarded by its 1990 accession to the Council of Europe, and into the OECD in 1996.

On several occasions, Hungary played an active role in establishing and consolidating new international relations following the break-up of the Soviet Union as well as in international crisis management and peace-keeping. In 1994 Hungary hosted the Conference on Security and Cooperation in Europe, and chaired the Organisation for Security and Cooperation in Europe. Hungary also actively contributed to the peace process in the wake of the Balkan war within the framework of the Partnership for Peace, in co-operation with NATO (IFOR). All the foregoing bore fruit, Hungary joined NATO on 12 March 1999.

In October 2002 the European Commission accepted the report that formally proposed the EU accession. It provided opportunity for Hungary along with further nine countries to become the full member of the EU. After having signed the Treaty of Accession on 16 April 2003, from 1st May 2004 Hungary became a member on equal terms. The accession opened a new historic chapter; it created favourable political and economic conditions for Hungary to close up both socially and economically. Due to the accession not only did great opportunities arise, concerning the development and modernisation of the education and training sector, but new challenges as well.

1.1.2. Ongoing Reforms

Since the Millennium, the national socio-political and economic processes- along with the growth of the GDP that has always exceeded the EU average- have been characterised, on the one hand, by a gradual decline in the macroeconomic balance, the relative weakening of the country's international competitive positions, an income outflow exceeding the economy's real efficiency, on the other in connection with these processes, by an increasing demand for a comprehensive reform of public administration and the social distributive welfare system. In the past 5-6 years the state overrun in expenditure not only hindered the country's close up to Europe but resulted in a seriously imbalanced budget, the restitution of which called for urgent and radical rationalisation measures. The Hungarian government handed in the revised Stability and Convergence programme to the European Union for the period of 2005-2009 in October 2006, which was approved by the competent bodies of the Union. By the end of the decade, the programme aims to restore the macroeconomic balance permanently, to fulfil the Maastricht criteria, and to prepare the introduction of the Euro by cutting back state expenditure, increasing incomes and comprehensively reforming state administration and the big service systems (health care, education, social services). The government realizes the planned reforms on the purposive use of community development resources that are extensively available for the country from 2007 through the structural and cohesive bases. The National Lisbon Action Programme, approved by the Government in December 2005, also reflects this approach.

A report was made on the execution of the action programme and on the new measures connected to the Lisbon Strategy in 2006, which was evaluated by the European Commission. According to the Commission, Hungary “**achieved limited advancement**” throughout 2006 regarding the realization of its national reform programme. However, the report states in a positive tone that the revised national reform programme handed in by Hungary in 2006 followed the right direction and made measures to help the correction of the budget, and some reforms were fulfilled both in the fields of employment and micro economy in the period in question.

The programme of the Government publicized in the summer of 2006 promises to continue the development programmes. However, it can be already seen from professional and public opinions that the majority can follow slowly or not at all the quick sequence of reforms, and would like more stability. The situation is further complicated by the almost entire lack of substantive political and professional political dialogue between the coalition government and the opposition.

The debates, sometimes conflicts, of societal policy in the year of 2007 clearly indicate: one of the most serious challenges of the present government within the restrictions necessary for the restitution of the budgetary balance is to establish the delicate balance between the prospective reforms of the big societal systems and the majority need for social stability.

1.2. Main Executive and Legislative Bodies

In the Republic of Hungary, the present structure of the state, and also the institutional administrative system and control of the public administration were formed following the democratic transition in 1989-90. Since then it has not been changed, not counting minor rectifications, modifications and modernisation in parts.

1.2.1. The system of state

Hungary's supreme body of legislative power and popular representation is the unicameral National Assembly, with seating for 386 members. The representatives are elected for a term of four years. The Act XXXIV of 1989 on the Election of Members of Parliament adopts a mixed electoral system. 176 seats are allocated in individual constituencies, 152 on the basis of twenty territorial (county, capital city) lists, and finally 58 candidates may be elected as part of the national list.

The Parliament elects the President of the Republic, the Prime Minister, the members of the Constitutional Court, the Parliamentary Ombudsmen, the President of the Supreme Court and the General Prosecutor. The President of the Republic of Hungary is elected by secret ballot for five years by a two-third majority. Hungarian citizens with right to vote above the age of 35 are eligible for the presidency. The first president of the Republic of Hungary became Árpád Göncz, who was elected for five years on 3 August 1990. On 19 June 1995 he was re-elected as the candidate of the then parliamentary majority. On 6 June 2000 the Parliament elected Ferenc Mádl, the common candidate of the Fidesz-MPP, FKGP, and MDF as the new President of the Republic, he came into office on 4 August in 2000. In 2005, an independent candidate, supported by the Conservative political parties, the former head of the Constitutional Court, László Sólyom had been elected as president.

The president's rights fulfil several functions but **he has limited authority**. The President of the Republic is the Commander in Chief of the armed forces and he has certain rights concerning foreign

affairs as well. The Parliament may be adjourned and dissolved by the President of the Republic. He ratifies law and ensures its promulgation. If he disagrees with a law, he has a one-time veto power over it before ratifying. He announces general parliamentary and local government elections. He has wide-ranging powers to initiate measures. The Prime Minister is elected by the Members of Parliament, based on the recommendation made by the President and also the President gives mandate to form government. He appoints, among others, the ministers, secretaries of state, army generals and professional judges. He exercises the right to grant presidential pardon for individuals although the counter-signature of the Prime Minister is also required.

Executive power -government functions and the highest-level control of public administration - is exercised by the government, in which the Prime Minister plays a dominant role. The Parliament holds the vote on the election of the Prime Minister and on the passage of the Government's program at the same time. The mandate of the head of government is strengthened as the Prime Minister can be replaced exclusively after that the Parliament passes the motion of no-confidence. The Government is formed upon appointment of the Ministers. The Members of the Government take an oath before Parliament. The establishment of ministries is the prerogative of the National Assembly; their list is set out in law. The government formed in 2006, in order to cut back state expenditure and to simplify central administration, reduced the number of ministries and background institutions and also made attempts to rationalize the internal organisations of ministries. In the meantime, measurements were taken to strengthen the servicing role of the state as well as to improve the transparency of state administration.

According to the Constitution and the Act XXXII of 1989 on the Constitutional Court, the Constitutional Court serves as the main body for the protection of the Constitution, the body started its work on 1 January 1990. Its eleven members are elected by Parliament by a two-thirds majority of all Members of Parliament. The Constitutional judges are independent, they may not be recalled, and their membership is for a term of nine years. The decisions of the Constitutional Court are binding for all.

The function of the judiciary system is to serve justice, the main forms of which are criminal justice, civil justice and controlling the legality of administrative decisions. In the Republic of Hungary, the judiciary consists of the Supreme Court, the courts of appeal, the county (metropolitan) courts and the local (metropolitan district) courts. The administration of courts is the responsibility of the National Judicial Council. In the judiciary, the state's punitive power is represented by the public prosecutor.

1.2.2. Public administration, local governments

The system of public administration is fairly decentralised. The elected bodies of local municipalities of villages and towns enjoy considerable political and financial independence. The country is divided into 19 counties, 7 statistical regions and Budapest, the capital.

As regards public administration, an important development in the past years is the establishment of micro-region associations that exceed traditional county organisations of public administration. They ease the way for settlements to establish regional co-operation on voluntary and multi-purposive basis. The micro-region associations provide opportunity for a complex application of the national regional development politics, which may solve social and economic problems specific to the micro region. The government's bill on reconstructing public administration and creating regions with elected bodies did not get the two-third majority that would have been necessary to be passed.

Citizens exercise local governance at their places of residence - on the basis of the Act LXV of 1990 in the villages, towns, cities, boroughs, in the capital and the 23 districts of the capital - through an assembly of representatives elected by them or directly, for instance by way of local referenda. The local assembly is headed by the mayor and the vice mayor; in municipal matters the assembly passes regulations and performs administration independently, and may adopt local by-laws. It may receive subsidies from the central government in addition to its own revenues. The heads of the local government organisations are the mayors and the deputy mayors. The mayor is elected directly by the voters.

The general rights of local governments, set in the Constitution, are detailed in the Local Government Act. The responsibility of local government lies in the administration and development of the settlement that belongs to its competence, preservation of the constructed and the natural environment, housing management, providing services of local transport, public cleanliness and fire prevention.

1.2.3. Education administration

The main characteristic of the Hungarian public education administration is its decentralisation. The managing and decision making responsibilities are shared at various levels, which result in a complicated system. In addition to shared managing responsibility, the system of education administration regarding public education administration is characterised by integration into the general system of public administration as well as wide-ranging local and institutional independence.

Horizontally, the administrative responsibilities are shared within ministries; mainly between two ministries directly responsible for education and training (namely the Ministry of Education and Culture, the Ministry of Social Affairs and Labour) and other ministries such as the Ministry of Finance or the Ministry of Local Government. Vertically, the administrative control is shared at central (national), regional (regions, counties) local (settlements) and institutional levels.

Sectoral administration at national level is mainly comprehensive, and provides an overall framework. At some levels the regulating role of the government takes over central sectoral administration (for example the financing of church schools).

Regional administrative levels have weak competences relative to both the central and the local levels. At micro-region level, administrative tasks appeared in the near past. The importance of these is expected to grow in the future in the field of regional administration. The authority of the Ministry of Education is restricted to general administrative and management responsibilities. These are the following: setting the criteria and conditions for compulsory education, examinations at the end of upper secondary education. The local governments administer pre-primary, primary and secondary education. The different establishments enjoy a fair degree of decision-making autonomy not only in terms of organisation and functioning but also with regard to their budgets.

Competences related to local administration are exercised by a large number of local governments, fairly heterogeneous in their size and socio-economic situation. They have a fairly broad scope of

decision making and responsibility competences, and its content does not depend on the size, population number and/or other socio-economic features of the village or town concerned.

Educational institutions also have wide-ranging administrative competences. However, strong limits apply to school autonomy and the responsibility of heads of institutions (such as the regulation regarding the employment of teachers)

Due to the system of shared responsibilities, there are broad opportunities for the civil sector and the economy to participate. To the further belongs the participation of denominational and foundation schools and the private sector in the founding- and operation of schools, and in certain sectors in public educational services (textbooks and educational market, pedagogic and expert services), to the latter belongs social partnership (participation of community, co-operation of the state and private sectors) , especially in relation with planning and reconciliation of interests, as well as in fields that strongly require this (such as lifelong learning, strengthening of social cohesion). The strong majority of students attend state schools that are operated and organised by public authorities, by local governments, in the first place. Institutions of education within the private sector, which are founded and operated by other agencies, also get more than 50% of their subsidies from the public authorities.

Most pupils attend public-sector schools, which are administered and organised by the public authorities, primarily the local governments. Private-sector educational establishments, which are set up and run by other authorities, receive over 50% of their subsidies from the public authorities.

Regarding tertiary education- consistently respecting the autonomy of the university and taking the “threefold task” of the sub-sector into consideration- the Ministry of Education and Culture, in line with the regulations of the new Law on Tertiary Education effective from 1 January 2006, is responsible for general occupational, regulating and managing tasks. The financing of tertiary education is basically normative, and mostly financed by the central budget. Based on the suggestion of the Minister of Education and Culture, the Government annually decides on the number of students that can be admitted to state financed education in each sector.

1.3. Religions

In terms of religion, Hungary is fairly homogenous. The 2001 census reflects that the majority of the population of Hungary admit adherence to historical churches. More than 7 million of the population belongs to one of the Christian churches: Catholics (5 559 000), Reformists (1 623 000), Evangelists (304 000). The overall ratio of those who claim themselves to belong to smaller or newer congregations or religious organisations is only 1,1%. According to the Hungarian Central Statistical Office, out of the registered 255 religions in Hungary, there are about 150 where the number of adherents is below 100. The underlying reason is partly the suddenly increased religious choice, and partly the greater number of foreign citizens living in Hungary, who brought their own religion with themselves. It is true to say in general that the average age of those claiming to belong to a church or congregation is higher than the average age of the entire population. Out of those who claim to belong to a church, or a congregation more Catholics, and Evangelists live in rural areas.

Hungarian legislation does not declare any religion to be formally recognised as an official state religion. Church is separated from the state. The churches' freedom to operate integrally includes the provision of the financial conditions of their operation. These conditions are based on Act XXXII of 1991 (the Act XXXII of 1991 on the settlement of ownership conditions of former ecclesiastical property) which provides the returning of certain kinds of church property. Coordination of church

related matters within the government is the responsibility of the Secretariat for Church Relationships in the Ministry of Education and Culture. The Secretariat belongs directly to the Minister in the operational structure. Its responsibility is to prepare tasks concerning church relationships and organizes governmental coordination and the implementation of sectoral tasks.

The political changes of 1989-90 had major implications on church policy. That area was the first to proceed the most rapidly and the most systematically in order to bring down all barriers of the previous state- socialist era, and to create democracy, and the rule of law. These measures included the termination of the state monopoly in education, the re-establishment of diplomatic relationships with the Holy See, the disbanding of the Bureau for Church Affairs without legal successor, the partial return of the church real estates as well as the partial financial indemnification of churches, etc. The legislative basis for the above-mentioned derives from the Act IV of 1990 on Freedom of conscience, freedom of religion, and on churches.

1.4. Official and Minority Languages

In the Republic of Hungary the overwhelming majority (over 97%) of the population is Hungarian (Magyar) and accordingly, Hungarian is the official language, but the Constitution recognises the national and ethnic minorities as constituent parts of the state. It ensures rights to foster their cultures, education in their native languages, the use of their native languages, and the use of names in their native languages and to their collective participation in public affairs. The Act LXXVII of 1993 on the Rights of National and Ethnic Minorities precisely defines the concept of national and ethnic minority. According to the Act *thirteen ethnic or national groups are officially recognized in Hungary* (Bulgarian, Roma, Greek, Croatian, Polish, German, Armenian, Romanian, Russian, Serbian, Slovakian, Slovenian, and Ukrainian).

The 2001 census shows that 314 059 people of the Hungarian population admit adherence to a national or ethnic minority. They are represented by 1827 local and 13 national minority self-governments. The data of the census show that the population of minorities with mother tongue continues to drop, with the exemption of those whose native language was claimed to be Roma or belong to some smaller ethnical minorities.

The Constitution ensures complete equality before the law to all ethnic minorities, and the free use of their mother tongue. In 1990 Parliament created the Office of Nationalities and Ethnic Minorities in order to enable the implementation of the rights laid down in the law on the national and ethnic minorities in 1993. The office finished operating on 31 January 2007, on the basis of the Act CIX its tasks were delegated to the state secretary responsible for foreign affairs and national politics. Section (2) of § 32/B of the Constitution as well as the Act LIX of 1993 provide the institution of the Parliamentary Ombudsman for the Rights of National and Ethnic Minorities. The Commissioner investigates or initiates the investigation of cases involving the infringement of the rights of national or ethnic minorities which come to his attention, and can initiate general or specific measures for their remedy.

The law on Public Education ensures the right to minority education, and the right to be educated in the mother tongue. The National Core Curriculum recognizes five main types of programs for teaching minorities: instruction in the minority language (mother tongue program), bilingual education, Hungarian as the language of instructions with minority language taught as a foreign language

(language teaching program), intercultural education programs and segregated, so called catch-up or remedial programs for Roma children. Thus there is certain differentiation between minorities in term of access to educational institutes. The German, Slovak, Romanian and Croatian national minorities have access to a relatively wide range of mother tongue, bilingual and language teaching programs at the levels of kindergarten (*óvoda*), primary school (*általános iskola*), general secondary school (*középiskola*) and the university (*egyetem*). Serbians, Slovenians, Bulgarians and Ruthenians also have schools with mother tongue education, but due to the small number of children from these minorities, these schools are much more limited in number. The Polish, Greek, Armenian and Ukrainian national minorities do not have minority schools at their disposal, they only have chance to learn the mother tongue in language courses or so called Sunday schools, where apart from learning the minority language, they get a general overview about the culture, the traditions, etc. of the minority they belong to.

Minority theatres, research institutes, museums and community houses are of primary importance among the culture institutions of minorities. The government pays attention to the process of the past years, in the framework of which the minorities become maintainers of educational and cultural institutions by establishing- or taking over institutions. From 2003 onwards, a certain amount has been granted from the annual central budget for this process.

The Hungarian laws, regulations (*jogszabály*) and proceedings on immigration are harmonised with the relevant international conventions and in line with the forming theories and practice of the common migration politics of the European Union.

In terms of international and primarily illegal migration, Hungary is a so-called transit-country, as the final destination of the immigrants is the Western-European region. However, in the past 10-15 years, as a result of the socio-economic change in the South-East European region and in the West-Balkan and owing to the ethnical conflicts in the neighbouring countries, temporarily relatively more, and mostly refugees with Hungarian nationality arrived in Hungary. The EU membership of Hungary has not affected the characteristics, intensity or ethnical composition of immigration. On 1st January, 2008, altogether 175 000 people- only 1.7 per cent of the country's population- were foreign citizen. As a result of the free flow of workforce, the extracting effect of developed regions can be observed among the highly qualified people.

Regarding admittance to education and participation in the education, the Act on Public Education ensures the same rights for migrant students to compulsory schooling-age as for Hungarian citizens. From September 2004 in order to support migrant students' lingual and cultural integration, as well as their teaching and training in kindergartens and at schools, the Minister of Education publicized an intercultural pedagogy programme as a guideline. In the academic year of 2007/2008 about 12 000 migrant students were registered in public education (ISCED 0,1,2,3). More than 60% of them are Hungarian-speaking underage students from the neighbouring countries. The number of migrant students has not changed significantly for the past 4-5 years.

1.5. Demographic Situation

Hungary's territory is 93.030 square km. On 1st January, 2008, the population of the country was 10 045 thousand, which is 21 thousand less than it was a year before. The population has continuously decreased in the past 27 years due to a natural decline. The actual decline in population

is influenced by international migration. The gain from international migration in 2007 is an estimated 14 200 persons. The population density is 107.975 persons/square km. The average life expectancy at birth in 2007 was 69,2 years of men, whereas 77,3 of women.

Nearly 70 per cent of the population live in towns and urban communities, and Budapest and its agglomeration concentrates nearly 30 per cent of the total population. Details of urbanisation are included in the table 2 (Statistics) in 1.7.

1.6. Economic Situation

1.6.1. The state of the economy

For the past 10 years, Hungarian economic growth has been continuously above the EU's average growth rate. The real GDP growth was 4.1 per cent in 2005, followed by a 3.9% growth in 2006. In 2007 the growth rate stopped, it did not reach 1,5%. The 2006 per capita GDP reached the average 65,1 per cent of the EU of the 27. The annual growth of inflation fell from the 109 per cent in 2001 to 3,9 per cent in 2006, but reached 8 per cent in 2007. Real incomes decreased by 4,8% in 2007. The number of employed and the unemployment rate (7,4%) has not changed significantly, compared to the previous year.

In 2007, the gross domestic product on current price (GDP) of Hungary was 102.2 billion EUR. The sum of gross domestic product per capita was 16.100 EUR on purchasing power parity.

The possibilities of economic development are strongly determined and taking the present processes into account also narrowed down the growing tension in the budgetary sphere. Primarily the increasing welfare expenditures of the past years and within these circumstances, the intense state investments in 2006 resulted in the highest budgetary deficit ever. Thus for Hungary it is an economy-political priority to decrease the budgetary deficit the soonest possible. To achieve it, the Government that started its operation in June 2006 developed a comprehensive reform package in tune with the requirements of the Stability and Growth Pact and started its immediate execution.

According to the Government's plans, with the convergence programme handed in on 1 September, 2006, the pace of economic growing will temporarily slow down as a result of the measurements taken to restore balance. According to the convergence programme, the objective of the economic policy in the forthcoming years is to converge the industrial performance and the living conditions, so they close up the most developed countries of the European Union. It is being done by establishing the necessary conditions for growing based on long-term balance. The close up has to be reflected in the strengthening of competitive businesses, in the modern economic structure renewing through developments, investments, in the broadening of employment, in the improving standard of state services, education and training and in the increasing real wages and real incomes. Overall reforms of economic policy and state service sector will be necessary in order that the financing of health care, pension and social expenditures can be ensured for a long time and permanently in spite of probable demographic changes.

The European Commission evaluated the Hungarian achievements regarding the realisation of the convergence programme, in December, 2007. According to this evaluation, although Hungary in the period of 2005- 2007 “only advanced in the realisation of the national reform programme in a limited extent”, there has been a great advance regarding the consolidation of the budget as well as the acceptance of certain structural reform provisions.

The European Commission suggested that Hungary continued the execution of measurements necessary to secure a stable decrease in the rate of budget deficit and state debt, as well as the reform of public administration, health care system, pension- and educational system in order to secure the budget long-term and to improve economic efficiency.

1.6.2. Employment

In the early nineties, the Hungarian labour market was characterised by a dramatic drop in employment and economic activity, a sudden increase in unemployment, and the rearrangement of labour among the main sectors and jobs. However, social tensions were substantially mitigated by the social insurance systems and by the setting up and strengthening of the legal and institutional frameworks of employment policy.

Employment followed the stabilising and boosting footsteps of the economy, but it did so with some delay, fluctuation and at a lower level.

The most important feature of the Hungarian labour market compared to the other member states of the EU and the OECD countries is the low employment level and the moderate but growing unemployment and high inactivity.

The employment rate is particularly low in case of people with low level education, disadvantaged people, younger and older age groups. The Hungarian labour market is also characterised by regional differences and low sectoral and geographical mobility.

In 2007, no significant change was experienced in the labour market, both the number and rate of the employed and unemployed reached a level almost identical to those of 2006. The number of employed reached an average of 3 million 926, which is 4 thousand less than it was in 2006. The number of employed men has not increased drastically either (with 6 thousand) compared to 2006, whereas the number of women employed decreased with 10 thousand. The rate of employment within those of 15-64 years of age was 57,3% in 2007, which is the same as it had been in 2006. This is still significantly lower than the average of the European Union (66,4%).

The unemployment within the examined period has increased slowly, but gradually after the smallest level experienced in 2001. The underlying factors were: the abolishment of enlisted soldier service, the stricter conditions of retirement, the decreasing chance of exiting the labour market and the alteration of the labour supply system. As a result of the slight increase in the activity in the labour market, the economically inactive level of population slightly decreased.

Behind the almost permanent level of employment significant rearrangements appear, the rate of older age groups increased within the employed people. This change and the 1 per cent growth of unemployment rate can be explained with the rising retirement age and the employment difficulties of entrants. The unemployment did not grow for the detriment of employment but more previously

inactive persons appeared on the labour market as potential employees. The number of inactive people decreased by 143 thousand between 2000 and 2005 and from 2004 to 2005 by 51 thousand.

The most serious problem continues to be the high rate of inactive people at the employment age. The inactivity of people aged 15-64 was 38 per cent in 2006, and the rate of 18-59 living in an unemployed household 12,3 per cent, which is the third highest among the EU member states. An even bigger problem is that the rate of 0-17 children living in an unemployed household is more than 14, 2, which is also the third highest among the member states.

Recently there has been a continuous increase in the level of qualification obtained by population. In an international comparison the low employment rate in Hungary can mostly be explained by the low employment of people with low level of qualifications. In 2006 within the population aged 15-74 the employment rate of those with a lower level than 8 primary education was only 4,5 per cent, and those with 8 primary education it was 21,3 per cent. The rate of those with vocational qualification was 69 per cent, with secondary qualification 58 per cent, and with tertiary qualification 73,9 per cent. The unemployment rate in case of those with a lower level than 8 primary education was 50,2 per cent, among those with 8 primary education 15,57 per cent, whereas in case of those with tertiary qualifications, it did not reach 3 per cent.

Participation in the labour market and the employment/ unemployment rate show special age characteristics. The activity rate of younger age groups is low primarily because of lengthened studies. As a result the employment rate of the 15-24 age groups is gradually decreasing, although only in a small compass. The activity rate of age groups from 30 to 44 is high: it means 90 per cent in case of men in the age groups with the highest activity rate and 75-79 per cent in case of women respectively. The employment of the age group of 55-64 however, falls significantly behind both the average of the Union and national rates. Only three quarters of the men aged 50-54 is active economically, and only slightly more than one fifth of the ones aged 60-64 appear in the labour market. A similar decrease can be observed in case of women in similar age groups. In the past years, mainly because of the higher age of retirement, there is a rise in the employment of the older age groups.

The most disadvantaged group in terms of employment is the Roma population. After the change of regime they lost their jobs in masses, as the structural change of economy affected the lowest qualified. Their disadvantaged market situation is further aggravated by the fact that they live in settlements (small towns) and regions that are in a disadvantageous situation concerning employment, and also, they often experience discrimination in the labour market. As a cumulative effect of these factors the employment level of the Roma population is lower than the half, the unemployment rate is three-five the times and the rate of dependent per employed is three times more than those of the non-Roma population.

In Hungary, part-time employment is far beyond of the Union average, and the geographical mobility of workforce is low, though the number of commuters increased in the past years. The rate of unauthorised employment in Hungary is 15-20 per cent, which is high compared to the EU average. Several steps were taken to lower it in the past two-3 years.

'The National Action Plan for Growth and Employment 2005-2008' is a document prepared by the government in 2005, and after its revision in 2006 it was handed in to the European Committee. The document in tune with the **integrated guidelines** accepted by the European Council in June 2005, defines the basic objective of employment policy in the establishment of the necessary conditions for increasing the activity in the labour market substantively by applying the wide ranging tools of the labour market and building on the modernization of state employment services.

1.7. Statistics

1.7.1. The population, broken down by sex, as of 1 January 2001-2007

Year	Male	Female	Total	Male	Female	Women per a thousand men	Population density, For 1 sqm
				rate, percent			
1960	4 804 043	5 157 001	9 961 044	48,2	51,8	1 073	107,1
1970	5 003 651	5 318 448	10 322 099	48,5	51,5	1 063	111,0
1980	5 188 709	5 520 754	10 709 463	48,4	51,6	1 064	115,1
1990	4 984 904	5 389 919	10 374 823	48,0	52,0	1 081	111,5
2001	4 851 012	5 349 286	10 200 298	47,6	52,4	1 103	109,6
2002	4 836 980	5 337 873	10 174 853	47,5	52,5	1 104	109,4
2003	4 818 456	5 323 906	10 142 362	47,5	52,5	1 105	109,0
2004	4 804 113	5 312 629	10 116 742	47,5	52,5	1 106	108,7
2005	4 793 115	5 304 434	10 097 549	47,5	52,5	1 107	108,5
2006	4 784 579	5 292 002	10 076 581	47,5	52,5	1 106	108,3
2007	4 779 078	5 287 080	10 066 158	47,5	52,5	1 106	108,2
2008	4 769 562	5 275 839	10 045 401	47,5	52,5	1 106	108,0

Source: Statistical Yearbook 2007, CSO 2008

1.7.2. The population according to the type of community 1960-2008, as of 1 January*

Year	Budapest	Other cities	Village	Total	Budapest	Other cities	Village	Total
					percentage			
1960	1 804 606	3 862 442	4 293 996	9 961 044	18,1	38,8	43,1	100,0
1970	2 001 083	4 340 458	3 980 558	10 322 099	19,4	42,1	38,6	100,0
1980	2 059 226	4 933 787	3 716 450	10 709 463	19,2	46,1	34,7	100,0
1990	2 016 681	4 935 020	3 423 122	10 374 823	19,4	47,6	33,0	100,0
2001	1 759 209	4 925 085	3 516 004	10 200 298	17,2	48,3	34,5	100,0
2002	1 739 569	4 908 154	3 527 130	10 174 853	17,1	48,2	34,7	100,0
2003	1 719 342	4 890 368	3 532 652	10 142 362	17,0	48,2	34,8	100,0
2004	1 705 309	4 876 082	3 535 351	10 116 742	16,9	48,2	34,9	100,0
2005	1 697 343	5 065 864	3 334 342	10 097 549	16,8	50,2	33,0	100,0
2006	1 698 106	5 053 394	3 325 081	10 076 581	16,9	50,1	33,0	100,0
2007	1 696 128	5 042 974	3 327 056	10 066 158	16,8	50,1	33,1	100,0
2008	1 702 297	5 101 142	3 241 962	10 045 401	16,9	50,8	32,3	100,0

Source: Hungarian Statistical Yearbook 2007, CSO 2008.

* According to administrative units as of 1 January 2006.

1.7.3. The population in a break-down of age groups, as of 1 January 1960-2008

Year	0–14	15–19	20–29	30–39	40–59	60–69	70–	Total
	years of age							
	Male							
1960	1 290 969	378 491	684 325	725 293	1 134 809	365 581	224 575	4 804 043
1970	1 119 402	469 624	767 690	675 480	1 214 571	477 674	279 210	5 003 651
1980	1 205 392	334 752	867 333	739 865	1 283 593	408 568	349 206	5 188 709
1990	1 090 427	393 404	660 532	812 132	1 241 089	481 039	306 281	4 984 904
2000	884 968	348 761	814 676	653 583	1 367 666	432 856	362 684	4 865 194
2001	865 698	341 130	815 481	660 496	1 365 105	431 947	371 155	4 851 012
2002	850 139	333 534	817 745	669 216	1 359 540	431 293	375 513	4 836 980
2003	836 827	327 853	811 908	682 514	1 345 532	434 170	379 652	4 818 456
2004	823 002	325 703	804 173	696 219	1 336 135	436 323	382 558	4 804 113
2005	809 502	323 730	782 841	724 218	1 323 832	443 467	385 525	4 793 115
2006	796 683	320 156	761 652	755 467	1 320 450	444 112	386 059	4 784 579
2007	784 527	318 852	739 269	781 869	1 319 097	448 559	386 905	4 779 078
2008	773 868	317 100	719 360	797 733	1 316 244	458 157	387 100	4 769 562
	Female							
1960	1 238 484	375 000	717 134	782 174	1 261 704	465 745	316 760	5 157 001
1970	1 057 105	447 510	752 424	708 696	1 349 798	573 082	429 833	5 318 448
1980	1 135 781	315 740	838 135	736 691	1 422 049	519 490	552 868	5 520 754
1990	1 040 122	373 452	638 411	809 624	1 355 784	634 553	537 973	5 389 919
2000	844 280	333 489	780 988	646 862	1 489 507	594 706	666 618	5 356 450
2001	826 299	327 262	781 391	651 689	1 486 523	594 042	682 080	5 349 286
2002	809 974	321 611	783 225	657 939	1 480 454	592 881	691 789	5 337 873
2003	796 861	316 852	777 656	669 253	1 465 521	595 429	702 334	5 323 906

2004	783 115	313 686	771 142	681 228	1 456 312	596 842	710 304	5 312 629
2005	770 195	310 598	751 022	707 432	1 442 059	604 743	718 385	5 304 434
2006	756 760	307 067	731 274	734 584	1 435 231	603 456	723 630	5 292 002
2007	745 127	304 785	711 420	758 477	1 432 268	603 998	731 005	5 287 080
2008	734 934	302 749	690 518	772 975	1 425 612	611 745	737 306	5 275 839
Total								
1960	2 529 453	753 491	1 401 459	1 507 467	2 396 513	831 326	541 335	9 961 044
1970	2 176 507	917 134	1 520 114	1 384 176	2 564 369	1 050 756	709 043	10 322 099
1980	2 341 173	650 492	1 705 468	1 476 556	2 705 642	928 058	902 074	10 709 463
1990	2 130 549	766 856	1 298 943	1 621 756	2 596 873	1 115 592	844 254	10 374 823
2000	1 729 248	682 250	1 595 664	1 300 445	2 857 173	1 027 562	1 029 302	10 221 644
2001	1 691 997	668 392	1 596 872	1 312 185	2 851 628	1 025 989	1 053 235	10 200 298
2002	1 660 113	655 145	1 600 970	1 327 155	2 839 994	1 024 174	1 067 302	10 174 853
2003	1 633 688	644 705	1 589 564	1 351 767	2 811 053	1 029 599	1 081 986	10 142 362
2004	1 606 117	639 389	1 575 315	1 377 447	2 792 447	1 033 165	1 092 862	10 116 742
2005	1 579 697	634 328	1 533 863	1 431 650	2 765 891	1 048 210	1 103 910	10 097 549
2006	1 553 443	627 223	1 492 926	1 490 051	2 755 681	1 047 568	1 109 689	10 076 581
2007	1 529 654	623 637	1 450 689	1 540 346	2 751 365	1 052 557	1 117 910	10 066 158
2008	1 508 802	619 849	1 409 878	1 570 708	2 741 856	1 069 902	1 124 406	10 045 401

Source: Hungarian Statistical Yearbook 2007, CSO 2008.

1.7.4. The population in a break-down of age groups in %, 1960 – 2008

Year	0–14	15–19	20–29	30–39	40–59	60–69	70–	Total
	years of age							
Male								
1960	26,9	7,9	14,2	15,1	23,6	7,6	4,7	100,0
1970	22,4	9,4	15,3	13,5	24,3	9,5	5,6	100,0
1980	23,2	6,5	16,7	14,3	24,7	7,9	6,7	100,0
1990	21,9	7,9	13,3	16,3	24,9	9,6	6,1	100,0
2000	18,2	7,2	16,7	13,4	28,1	8,9	7,5	100,0
2001	17,8	7,0	16,8	13,6	28,1	8,9	7,7	100,0
2002	17,6	6,9	16,9	13,8	28,1	8,9	7,8	100,0
2003	17,4	6,8	16,8	14,2	27,9	9,0	7,9	100,0
2004	17,1	6,8	16,7	14,5	27,8	9,1	8,0	100,0
2005	16,9	6,8	16,3	15,1	27,6	9,3	8,0	100,0
2006	16,7	6,7	15,9	15,8	27,6	9,3	8,1	100,0
2007	16,4	6,7	15,5	16,4	27,6	9,4	8,1	100,0

2008	16,2	6,6	15,1	16,7	27,6	9,6	8,1	100,0
				Female				
1960	24,0	7,3	13,9	15,2	24,5	9,0	6,1	100,0
1970	19,9	8,4	14,1	13,3	25,4	10,8	8,1	100,0
1980	20,6	5,7	15,2	13,3	25,8	9,4	10,0	100,0
1990	19,3	6,9	11,8	15,0	25,2	11,8	10,0	100,0
2000	15,8	6,2	14,6	12,1	27,8	11,1	12,4	100,0
2001	15,4	6,1	14,6	12,2	27,8	11,1	12,8	100,0
2002	15,2	6,0	14,7	12,3	27,7	11,1	13,0	100,0
2003	15,0	6,0	14,6	12,6	27,5	11,2	13,2	100,0
2004	14,7	5,9	14,5	12,8	27,4	11,2	13,4	100,0
2005	14,5	5,9	14,2	13,3	27,2	11,4	13,5	100,0
2006	14,3	5,8	13,8	13,9	27,1	11,4	13,7	100,0
2007	14,1	5,8	13,5	14,3	27,1	11,4	13,8	100,0
2008	13,9	5,7	13,1	14,7	27,0	11,6	14,0	100,0
				Total				
1960	25,4	7,6	14,1	15,1	24,1	8,3	5,4	100,0
1970	21,1	8,9	14,7	13,4	24,8	10,2	6,9	100,0
1980	21,9	6,1	15,9	13,8	25,3	8,7	8,4	100,0
1990	20,5	7,4	12,5	15,6	25,0	10,8	8,1	100,0
2000	16,9	6,7	15,6	12,7	28,0	10,1	10,1	100,0
2001	16,6	6,6	15,7	12,9	28,0	10,1	10,3	100,0
2002	16,3	6,4	15,7	13,0	27,9	10,1	10,5	100,0
2003	16,1	6,4	15,7	13,3	27,7	10,2	10,7	100,0
2004	15,9	6,3	15,6	13,6	27,6	10,2	10,8	100,0
2005	15,6	6,3	15,2	14,2	27,4	10,4	10,9	100,0
2006	15,4	6,2	14,8	14,8	27,3	10,4	11,0	100,0
2007	15,2	6,2	14,4	15,3	27,3	10,5	11,1	100,0
2008	15,0	6,2	14,0	15,6	27,3	10,7	11,2	100,0

Source: Statistical Year Book 2007. CSO 2008

1.7.5. Number and percentage of population aged 16-25

Age	Male			Female			Total		
	1990	2001	2008	1990	2001	2008	1990	2001	2008
aged 16-25	708 563	781 336	657 569	676 201	746 264	631 995	1 384 764	1 527 600	1 289 564
aged 16-25	14,2	16,1	13,8	12,5	14,0	12,0	13,3	15,0	12,8

Source: Statistical Year Book 2007, CSO 2008.

1.7.6. Main statistics of demography

Population, demographic trends, as of 1 January 1960-2008

	Total population,	Live birth	Mortality	Natural fertility, reduction (–)	Infant mortality ,
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Year	1 January, thousand person	total	by 1000 inhabitant s	total	by 1000 inhabitant s	total	by 1000 inhabitants	
1960	9 961	146 461	14,7	101 525	10,2	44 936	4,5	47,6
1970	10 322	151 819	14,7	120 197	11,6	31 622	3,1	35,9
1980	10 709	148 673	13,9	145 355	13,6	3 318	0,3	23,2
1990	10 375	125 679	12,1	145 660	14,0	-19 981	-1,9	14,8
2000	10 222	97 597	9,6	135 601	13,3	-38 004	-3,7	9,2
2001	10 200	97 047	9,5	132 183	13,0	-35 136	-3,4	8,1
2002	10 175	96 804	9,5	132 833	13,1	-36 029	-3,5	7,2
2003	10 142	94 647	9,3	135 823	13,4	-41 176	-4,1	7,3
2004	10 117	95 137	9,4	132 492	13,1	-37 355	-3,7	6,6
2005	10 098	97 496	9,7	135 732	13,5	-38 236	-3,8	6,2
2006	10 077	99 871	9,9	131 603	13,1	-31 732	-3,2	5,7
2007	10 066	97 613	9,7	132 938	13,2	-35 325	-3,5	5,9
2008	10 045							

Source: CSO 2008, Hungarian Statistical Yearbook 2007

1.7.7. Foreign nationals (immigrants)* in Hungary by age groups

Year of entry	International immigration									
	0–14	15–39	40–59	60–	Össze se n	0–14	15–39	40–59	60–	Total
	age, number					age, percentage				
1990	6 807	24 163	5 033	1 239	37 242	18,3	64,9	13,5	3,3	100,0
1991	3 025	15 610	3 198	1 141	22 974	13,2	67,9	13,9	5,0	100,0
1992	1 976	9 417	2 530	1 190	15 113	13,1	62,3	16,7	7,9	100,0
1993	2 289	9 652	3 036	1 420	16 397	14,0	58,9	18,5	8,7	100,0
1994	1 043	8 301	2 408	1 000	12 752	8,2	65,1	18,9	7,8	100,0
1995	1 043	9 405	2 437	1 123	14 008	7,4	67,1	17,4	8,0	100,0
1996	1 209	8 992	2 376	1 157	13 734	8,8	65,5	17,3	8,4	100,0
1997	1 301	8 561	2 181	1 240	13 283	9,8	64,5	16,4	9,3	100,0
1998	1 884	9 695	2 705	1 768	16 052	11,7	60,4	16,9	11,0	100,0
1999	2 375	12 337	3 401	2 038	20 151	11,8	61,2	16,9	10,1	100,0
2000	1 988	12 723	3 437	2 036	20 184	9,8	63,0	17,0	10,1	100,0
2001	2 034	12 838	3 613	1 823	20 308	10,0	63,2	17,8	9,0	100,0
2002	1 462	12 708	3 205	597	17 972	8,1	70,7	17,8	3,3	100,0
2003	1 715	13 099	3 702	849	19 365	8,9	67,6	19,1	4,4	100,0
2004	1 839	14 843	4 194	1 288	22 164	8,3	67,0	18,9	5,8	100,0
2005	1 777	16 278	5 149	2 378	25 582	6,9	63,6	20,1	9,3	100,0
2006	2 637	13 958	4 492	2 482	23 569	11,2	59,2	19,1	10,5	100,0
2007	2 844	13 030	4 975	1 758	22 607	12,6	57,6	22,0	7,8	100,0

* Foreign citizens who have residence permit or immigration or settlement permit.

Source: Ministry of Interior.

1.7.8. Per capita gross domestic product (GDP)

Per capita (GDP)

Unit	2001	2002	2003	2004	2005	2006	2007
Value, (HUF)	1 499 362	1 693 513	1 867 298	2 047 597	2 180 751	2 361 669	2 527 817
1990 = 100,0	114,5	119,8	125,0	131,3	136,8	142,6	144,4
Previous year = 100,0	104,3	104,6	104,5	105,1	104,2	104,3	101,2
Values, Euros*	5 841	6 970	7 366	8 136	8 792	8 937	10 059

* At the official exchange rate of the National Bank of Hungary

Source: Hungarian Statistical Yearbook 2007, CSO 2008

1.7.9. Economic activity of population aged 15–74 by sex

Economic activity	2000	2005	2006	2007
Male, thousands				
Economically active population aged 15–74 éves	2 264,7	2 275,2	2 302,0	2 307,2
Of which				
employed	2 105,8	2 116,1	2 137,4	2 143,0
unemployed	158,9	159,1	164,6	164,2
Economically inactive population aged 15–74	1 441,0	1 409,7	1 385,5	1 386,0
Percentage				
Participation rate	61,1	61,7	62,4	62,5
Unemployment rate	7,0	7,0	7,2	7,1
Employment rate	56,8	57,4	58,0	58,0
Female, thousands				
Economically active population aged 15–74 éves	1 855,2	1 930,2	1 944,9	1 930,9
Of which				
employed	1 750,4	1 785,4	1 792,7	1 783,2
unemployed	104,8	144,8	152,2	147,7
Economically inactive population aged 15–74	2 218,6	2 107,4	2 089,4	2 095,3
Percentage				
Participation rate	45,5	47,8	48,2	48,0
Unemployment rate	5,6	7,5	7,8	7,6
Employment rate	43,0	44,2	44,4	44,3
Total, thousands				
Economically active population aged 15–74 éves	4 119,9	4 205,4	4 246,9	4 238,1
Of which				
employed	3 856,2	3 901,5	3 930,1	3 926,2
unemployed	263,7	303,9	316,8	311,9
Economically inactive population aged 15–74	3 659,6	3 517,1	3 474,9	3 481,3
Percentage				
Participation rate	53,0	54,5	55,0	54,9
Unemployment rate	6,4	7,2	7,5	7,4
Employment rate	49,6	50,5	50,9	50,9

.Source: CSO Labour Force Survey

1.7.10. Economic activity of population by age and sex, 2007

Agegroup, sex	Employed	unemployed	Economically active	Economically inactive	Rate of activity,	Rate of unemployment,	Rate of employment,
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	number, thousands				%	%	%
15–19							
male	11,4	6,5	17,9	289,4	5,8	36,3	3,7
female	6,2	3,3	9,5	289,5	3,2	34,7	2,1
total	17,6	9,8	27,4	578,9	4,5	35,8	2,9
20–24							
male	140,0	26,0	166,0	153,6	51,9	15,7	43,8
female	104,0	21,8	125,8	194,5	39,3	17,3	32,5
total	244,0	47,8	291,8	348,1	45,6	16,4	38,1
25–29							
male	317,1	28,9	346,0	42,4	89,1	8,4	81,6
female	229,8	21,4	251,2	124,4	66,9	8,5	61,2
total	546,9	50,3	597,2	166,8	78,2	8,4	71,6
30–39							
male	674,0	42,7	716,7	59,6	92,3	6,0	86,8
female	496,9	44,1	541,0	217,9	71,3	8,2	65,5
total	1 170,9	86,8	1 257,7	277,5	81,9	6,9	76,3
40–54							
male	757,5	49,3	806,8	179,5	81,8	6,1	76,8
female	757,2	49,9	807,1	242,8	76,9	6,2	72,1
total	1 514,7	99,2	1 613,9	422,3	79,3	6,1	74,4
55–59							
male	182,6	9,8	192,4	121,3	61,3	5,1	58,2
female	147,6	6,8	154,4	214,5	41,9	4,4	40,0
total	330,2	16,6	346,8	335,8	50,8	4,8	48,4
60–74							
male	60,4	1,0	61,4	540,2	10,2	1,6	10,0
female	41,5	0,4	41,9	811,7	4,9	1,0	4,9
total	101,9	1,4	103,3	1 351,9	7,1	1,4	7,0
Total							
male	2 143,0	164,2	2 307,2	1 386,0	62,5	7,1	58,0
female	1 783,2	147,7	1 930,9	2 095,3	48,0	7,6	44,3
total	3 926,2	311,9	4 238,1	3 481,3	54,9	7,4	50,9
15–24							
male	151,4	32,5	183,9	443,0	29,3	17,7	24,2
female	110,2	25,1	135,3	484,0	21,8	18,6	17,8
total	261,6	57,6	319,2	927,0	25,6	18,0	21,0
Age to undertake employment							
male (15–61)	2 106,9	163,8	2 270,7	911,5	71,4	7,2	66,2
female (15–60)	1 751,9	147,5	1 899,4	1 336,7	58,7	7,8	54,1
total	3 858,8	311,3	4 170,1	2 248,2	65,0	7,5	60,1
15–64							
male	2 125,5	164,0	2 289,5	1 029,4	69,0	7,2	64,0
female	1 771,5	147,7	1 919,2	1 561,6	55,1	7,7	50,9
total	3 897,0	311,7	4 208,7	2 591,0	61,9	7,4	57,3

Source: CSO Labour-force Survey.

2. - General Organisation of the Education System and Administration of Education

2.1. Historical Overview

The present – more or less uniform – system of Hungarian public education crystallised in the 17-18th centuries. By that time the elementary *school*, *népiskola*, providing primary level education (single structure) became widespread along with the five-grade *gimnázium*, *representing the upper secondary level*, and the two-grade *academy*, (*akadémia*) based on the *gimnázium*. A significant part of the institutions were maintained by churches, while the funding of primary education (single structure) was in many cases ensured by local communities. A royal educational decree issued in 1777, *Ratio educationis*, was the first attempt at arranging education in a uniform structure, and at ensuring state (royal) privileges over public education, however, that decree did not regulate the maintainers's rights and obligations. Education in the *népiskola* (public school), compulsory since 1868, first became free in 1908. The first eight-grade *gimnázium* (grammar school), *gimnázium* for boys was introduced in 1849, following the Austrian pattern. The first girls' *gimnázium* was opened in 1896 in Budapest. The Act of 1868 introduced, besides the *gimnázium*, the *polgári iskola* (civic school), where mostly practical subjects were taught, designed originally for four, or six grades, but the four-grade one gained popularity, and by the first part of the 20th century it became the only type available. The Act created in 1927 eventually enacted the four-grade *polgári iskola* with the aim that it should equip students with general religious, and moral culture of a patriotic spirit, and a practical mind-set, and should prepare students for everyday life. As for girls' schools, the law established the requirement that the school should educate cultured civic housewives. In 1945, the elementary was replaced by a uniform eight-grade *általános iskola*, and, simultaneously, the upper secondary school transformed into a four-grade institution. By that time the nationalisation of the education system was practically over. Vocational training was provided in *technikum* (technical schools), introduced in 1950, but mostly in four-grade *szakközépiskola*, introduced in 1961, along with the three-grade, *szakmunkásképző iskola* (vocational training school). The uniform four-way *gimnázium* structure worked until 1989, when the eight-grade system was again allowed, and, from 1993 onward, six-grade *gimnáziums* were again made possible. Also in 1993, the amended law enabled the creation of private schools, and schools established by foundations. 1990 churches were given back the license to establish and operate institutions of teaching and education.

Hungarian public education has been undergoing continuous reforms, some of which sometimes worked against the previous one. Reforms concentrated mainly on the content of education, but the issue of decentralising and democratising the entire public education system always lingered in the background. The process was triggered by Act I of 1985 on Public education that set out to implement a structure built on the professional independence of institutions of teaching and education to replace the previous, rigidly centralised education system. That move firstly opened the door on alternative pedagogical views in school practice, and, secondly, it invited the elaboration of schooling/education concepts more in line with local needs.

The content of the education system began to change under the effect of the National Core Curriculum based on the core curriculum concept, taking six years to complete, and replacing the central curriculum of 1978, prescribing the teaching content in detail. That brought about a two-pronged control as the National Core Curriculum meant that by 1998 the institutions of teaching and education had to design their own pedagogical programmes and their local curricula as well. In 1999 the Ministry of Education, in office for one year at the time, decided on the introduction of framework curricula that meant to reassume control over 80% of the teaching content, thereby moving toward the re-centralisation of the content, and in 2002, following another change of government, the National

Core Curriculum underwent its statutory review. The result was a real core curriculum that exercised even less control than the one before, and prescribed no teaching content (Governmental Decree 243/2003 on issuing and implementing the National Core Curriculum). That curriculum will be communicated in the near future to schools by framework curricula issued or accredited by the Minister, and by teaching programmes supporting practical application. These new tools of content regulation are to be first introduced and applied in the first year of primary education in September 2004 and then it is to be implemented in a phasing out system in all forms of public education.

On the field of public education the content regulation broadened with another important element during its revision in 2007. The direct antecedent to this was the Recommendation of the European Parliament and the Council on key competences of 18 December 2006 for lifelong learning. This recommendation - with a slight modification – was adopted to become the part of the National Core Curriculum, this way directly identifying, completing the centrally regulated priorities. An other sign of the importance of developing the key competencies is the modification of the Act on Public education (Act LXXIX of 1993 on Public education) which says that during not subject- based education the key competences defined by the National Core Curriculum are to be developed.” (121. § 31.)

One of the most important development procedures aiming to improve the Hungarian public education within the period 2004-2006 is the National Development Plan I. to which the EU provides financial support. As a result of it new types of tools (the so called educational programme packages, and digital equipments) emerged, now only with an experimental basis, in the institutions of public and vocational education. In the background of these improvements there is the aim to improve the basic skills and key competences in order to establish life long learning in harmony with the aims described in the Education and Training 2010 work programme, and educational policy of the European Union. This goal is served by the developments carried out by the different measures, the change in methodological paradigm in order to disseminate competence based teaching, the provision of support to schools/maintainers to equip their institutions and improve their knowledge in the use of information and communication technology and facilities, as well as the researches establishing pedagogical innovation and modernization. An emphasised aim of the improvements is to provide and further support equal opportunities to students with special educational needs and to multiply disadvantaged students. A part of the developments regarding public education within the framework of the Human Resource Development Operational Programme of the National Development Plan closed in the beginning of 2007, whereas other parts (such as the development, testing and correction of educational programmes and their introduction to the mentioned institutional circle) continues, the programme is expected to come to its end in March, 2008. A change in the realization is that according to the government act on the more effective operation of the state budget (2118/2006. VI. 30. Government Act) the programme leader sulINOVA Pbo. united with Educatio Pbo. so the closing of the project will be executed by the latter one as the general legal successor.

The [szakiskola](#) development programme introduced in 2003 is also part of the entire plan. It aims to reform the most problematic institution type of the Hungarian public education. A significant element of the reform is the changes made in the vocational and training register supporting by the Decree of the Minister of Education no. 1/26 (II.17) on the National Training Register and on the legal procedure of including and cancelling vocations and trainings from it.

In the same period the preparation of developments for the next development period has been started. The coordination of the preparational tasks is carried out by the National Development Agency. (in more details under [2.2.](#)).

Changes in specifying teaching content may likewise be observed if one considers the tools used to control output. In addition to representative measurement conducted on an on-going basis even over the past decades (mathematics, reading, computer technology, cognitive skills, etc.) along with international measurement (IEA, PISA, PIRLS, TIMSS) a comprehensive assessment of both reading comprehension, and mathematical skills have been conducted annually from 2001 in 2-2 grades, from 2004 3 (in the sixth, eighth and tenth) grades and from 2006 onward in 4 (in the fourth, sixth, eighth and tenth) grades. Alongside with the above the Act on Public education prescribes that from 2006 onward the institutional summarized results of the national competency measurement and assessment has to be publicized on the website of the Minister responsible for education. At the same time the institutional data and results collected by the measurement and assessment procedures have to be available for further analysis.

Comprehensive assessment and measurement procedures are organized by the National Public Education Evaluation and Examination Centre, which operates as a part of the newly established Educational Authority as of January, 2007.

Gradual change in the measurement and assessment system is being carried out in 2006. National consultation about the concept of the system has started and it is coordinated by an expert committee appointed by the National Public Educational Assessment Council of the Ministry of Education. The national measurement is prescribed by the Act on Public education, its time and form of implementation is regulated yearly by the Decree of the Minister of Education on the schedule of the academic year.

In 2005 after a long preparation period (nearly 10 years) the two-level *érettségi vizsga* was introduced. In the new final examination system students may choose if they wish to take the standard or advanced level exam of the different subjects of the exam. At the same time the entrance examination to the higher education institutions was abolished and the results of the two level *érettségi vizsga* serve also as the entrance requirements to tertiary education.

The standard level examination is organized by the public education institutions, however standardization of the exam tasks and their correcting sheets ensures a much better objectivity in this exam type of exam as well. The advanced level examination is organized and carried out by independent exam committees set up by the state. Legislation regulating the organization of the *érettségi vizsga* are the Governmental Decree no. 148/2005. on the examination and procedural rules of the *érettségi vizsga* and the Government Decree no. 243/2003 on issuing and implementing the National Core Curriculum.

In the fifth grade of schools the education is to be first organised in the academic year 2008/2009, according to the third sentence of the Act on Public Education. Section 8. paragraph (3) determined by Section 1. of the Act of 2006 no. LXXI.. According to this, in the introductory and grounding phases as well as it is established in the local curriculum, in twenty- five - fifty per cent of the compulsory and non- compulsory teaching time framework of the preparatory section, not- subject based education is carried out. To achieve this, primary schools had to revise their local curricula as necessary by 30th September, 2007 and send them to the maintainers for approval (1993,133. § (1) Act on public education). At the same time, institutions had to prepare for the implementation of the not- subject based education in the affected fifth grade from the 1st September, 2008. The graduation requirements of the teachers teaching in this educational framework are also regulated in the Act on public education 1993 (17. § (1) c)).

2.2. Ongoing Debates and Future Developments

As a consequence of the spreading of the developments realized within the framework of the National Development Plan it may be expected that as regards its content of teaching/learning (according to the NCC revised in 2003 and applied from September 2004), the systematic upgrading of skills will receive much more emphasis besides the function of information transfer. Laying the foundations of life-long learning through the improvement of key competencies, itself conditional upon the improvement of the teaching profession, the renewal of the training and further training of teachers, improving the quality of teaching, spreading the application of ICT, etc. are all among the priority objectives of documents setting out the medium-term strategy of public education (primarily the *Medium-term public education development strategy of the Ministry of Education*).

Foreign language learning programmes that are meant to raise students' future chances in the labour market are continued and continuously renewed in the 2004-2005 academic year as well. These programmes could take the form of e.g. a one year grounding course after the primary school (single structure), in the first year of the upper secondary school, to concentrate mostly on foreign language and IT skills.

Further measures are planned to provide successful educational solutions to disadvantaged, mainly Romany and special educational needs pupils and students. Development of programmes for integrated education and training, practice oriented in-service teacher training in order to support teachers in educating pupils with different backgrounds effectively in an integrated environment are also included in the framework of the planned measures.

Besides the dissemination and multiplication of the already executed developments there can be measures found to the reforms, and modernization of the education system in more operative programmes (Social Renewal Operative Programme, Social Infrastructure Operative Programme) of the New Hungary Development Plan. The priority "high quality education and availability for all" of the Social Renewal OP emphasises the spreading of competence based teaching and learning, the improvement of the efficiency of the education system through new solutions and forming new partnerships, the decreasing the segregation of the multiply disadvantaged (mainly Romany) children, the establishment of equal opportunities, the supporting of the integrated teaching forms, spreading intercultural education. The latter Operative Programme on Infrastructure is to ensure the infrastructural background to the programme of high quality education with the developments supporting foreign language and ICT education, providing equal accessibility to facilities, and establishing the ICT infrastructure ensuring competence based education.

In the Operative Programmes mentioned above and in the documents in connection with them there are the following tasks described: improvement and implementation of content development in further educational fields (e.g. complex programme package in natural sciences, active citizenship, economic and entrepreneurial skills, environmental knowledge and life style skills, cultural competences, etc.), the spreading the digital culture and tools (e.g. the use of interactive board, further development of the Sulinet digital knowledge database, collection and adoption of good practices of digital teaching and learning methods), the connecting the elements of infrastructural development and pedagogical innovation; and further changes carried out in the measurement and evaluation system, the extension of developments. The tenders in questions are expected to be invited in the first half of 2008.

The broader context of the above mentioned operative programmes and their priorities is the continuous development of necessary skills and competencies for lifelong learning, and harmonization of them with the changing demands of the labour market; moreover they are to ensure students in the time of compulsory education and vocational training to acquire the appropriate knowledge that can be adequately used in the world of work. As a consequence several further tasks are defined, for example in association with the recognition of qualifications and certificates provided at the different outcomes of the education system. One of the most important tasks is to work out the appropriate National Qualification Framework of Hungary with which we will be able to join the European Qualifications Framework.

The Education Roundtable (Oktatási Kerekasztal), established in March 2007, serves to lay the strategic foundations of the long-term development of the education. It aims to help reach a consensus in pivotal questions affecting the society as a whole both short and long term. It initiates analyses and brings their debates to the widest possible as a result of which recommendations can be drawn up that would effectively help the operation of the government and the legislative process. The Roundtable topics include, among others, the development of primary-age students, equal opportunities, desegregation, the situation of students with special educational needs, vocational training, the topic of measurement, evaluation, accountability and the effects of student headcount reduction.

The Education Roundtable made the experts of certain topics create diagnostic and keynote speeches summarising the suggestions in 12 topics. After the preparation of the background studies, analysis, keynote speeches and studies the following topics were discussed in 18 proceedings:

- Early childhood education (0-7 year-olds)
- Primary development (6-10 year-olds)
- The second phase of public education and the school-leaving exam
- Equity, desegregation
- SEN pupils
- Vocational education and training, education of those dropped out from upper secondary schools
- Improvement of educational science, curriculum
- Assessment- evaluation- accountability
- Teacher education, CPD or in-service teacher training
- Institutional system and funding
- The effects of the decreasing student number
- Tools of employment policy

For the request of the Prime Minister, the Education Roundtable made an evaluation of the situation and presented a proposal package in December, 2007. This package aimed to support the provisions related to public education in the government's action programme entitled 'New knowledge, new literacy' introduced in February, 2008. The finalized proposal package was drafted in the studies of the *Green paper for the innovation of the Hungarian public education*, the manuscript of which was discussed by the Education Roundtable in June, 2008. The strategic purpose system of the programme that was launched for a social debate is early-age development, equity, talent management and improvement of dormitories, revision of the content related questions of education, improving the prestige of teaching profession, further improvement of assessment- evaluation system, as well as the improvement of institutional structure and public culture.

2.3. Fundamental Principles and Basic Legislation

The basic principles of the Hungarian education system are provided by the Constitution. The rule of thumb is access to learning that points beyond the mere issue of education, and includes the responsibility of operating a system of public education and culture.

The essence of that constitutional right from the educational point of view is that the state ensures its citizens primary education (single structure) *általános iskola* on a free but compulsory basis, and it further guarantees that upper secondary and higher education should be accessible to everybody in accordance with their capabilities, and participants will be granted financial support. Thus education is a public service whose availability, maintenance, and operation is ensured by the state at all levels, after creating the necessary legislative framework. The right to education and culture means, beyond the freedom of any activity of science/humanities and art, the freedom of learning and teaching as well. The freedom of learning stands for the right to choose one's preferred educational institution, and its faculty, and specific course(s), and the right to establish educational institutions. Thus no state monopoly may be enforced in this area, and churches, NGOs, foundations, and private individuals may freely decide to establish and operate educational institutions. Those establishing such an institution are free to specify their institution's educational profile, the religious or ideological orientation or lack of such, as well as major principles of education. The freedom of teaching varies according to level of education, and assumes its full dimension in higher education in the form of institutional independence.

Among the constitutional rights and basic principles associated with education the most important ones are the freedom of conscience and religion, the freedom of speech, the declaration of separation of state and church, the freedom of national and ethnic minorities to use their mother tongue, and to learn in their mother tongue.

There is a single obligation in the Constitution related to education, and that is compulsory education, to be discussed in **2.5.**

The system is regulated by three pieces of legislation currently. The Act of 1993 on Public education, (*Act LXXIX of 1993 on Public education*), the Act on Vocational education (Act LXXVI of 1993 on Vocational education), and the new Higher education Act (Act CXXXIX of 2005 on Higher education) providing what institutions are available at various levels of education, who and how manage and control these institutions, what rights and obligations do players in education have, and what principles govern funding, etc. A number of decrees supplement the above Acts, some issued by the government, and some by the Minister of Education.

2.4. General Structure and Defining Moments in Educational Guidance

2.5. Compulsory Education

The Constitution refers to the upbringing of a child as a right, and at the same time as an obligation of parents. The provisions of the Public Education Act (Act 1993/LXXIX. on Public Education) translate these principles into everyday practice. The most important obligation of the parent is to ensure that the child completes compulsory schooling.

The child must begin attending kindergarten ([óvoda](#)) from the first day of education of the year in which he/she reaches his/her fifth year of age.

The child reaches compulsory school age in the year he/she reaches the age of 6, but not later than the age of 8, on the condition that the child reached the level of maturity to attend school.

A child who reached the level of maturity to attend school must begin his/her compulsory schooling in the year when he reaches the age of 6 until 31 May. On the request of the parent the child may start his/her compulsory schooling if the child reaches the age of 6 until 31 December. The beginning of compulsory schooling may be postponed until the age 8 only if the child was born after 31 August. Compulsory school attendance starts always on the first day of the academic year. It lasts until the end of the academic year in which the pupil has completed his/her 18th year of age, however, children who began the first year of their single structure education ([általános iskola](#)) in 1997/1998 or before are subject to compulsory school attendance until the year they reach 16 years of age. Compulsory schooling will end at the age of 16 if the pupil successfully completed the maturity examination ([érettségi vizsga](#)), received a state (vocational) certificate, is considered a major through marriage or cares for his/her own children. In these cases the end of compulsory schooling is not automatic; it requires a written request of the pupil. The request is then acknowledged in writing by the school principal.

Deciding on the initial date and the extension of compulsory school attendance is at the discretion of the school principal. The decision must be based on the opinion of the kindergarten ([óvoda](#)) and, in special cases, the appropriate special service ([szakszolgálatok](#)) or the child-welfare service.

The parent must enrol his/her child on a date/at a time published by the local government for that purpose in the first grade of a school of his/her choice or of the school that must statutorily ensure enrolment. Compulsory schooling may be complied with either by attending school or learning as a private pupil, based on the free decision of the parent. The school principal or the local government may not support such an application if there is a high probability that the child will not finish compulsory schooling. In these cases the decision on accepting or refusing is made by the notary. Compulsory school attendance may be performed at [általános iskola](#), and from grade 5 onward at [gimnázium](#), and from grade 9 onward at [szakközépiskola](#), and at [szakiskola](#).

Keeping track of whether pupils under compulsory school attendance comply with their relevant obligations is the responsibility of the notary, and imposing the appropriate sanction for non-compliance is also his/her jurisdiction. The notary shall instigate proceedings against parents failing to enrol their children in school, or to ensure that their children attend school on a regular basis. Such proceedings may result in a fine against the parent. In addition to the fine the notary shall order

through a resolution that the child should comply with the obligation of school attendance, and may enforce that order even in spite of the parent's intention.

2.6. General Administration

The Hungarian education system is decentralised, a fact that characterises all levels of education.

Parliament created the groundwork of the system by passing the Acts on public education, vocational education, and higher education.

From 2006 the Minister of Education and Culture is in charge of single structure education and upper secondary education at a branch level. From 2007, central administration of vocational training is the responsibility of the Minister, who is responsible for vocational training and adult education. In this function, he plays a role in the elaboration of decrees together with the minister responsible for vocational qualifications. Administration is based on legislation, and technical control is exercised through the National Core Curriculum, national pedagogical guidelines, and ministerial decrees.

There are two agencies contributing to the national administration of public education, one of them responsible for preparing decision making on technical issues, and the other on issues of education policy (*the National Public Education Council, and the Public Education Policy Council, respectively*).

The national economic chambers as well as the National Institution of Vocational and Adult Education received a role in the administration of vocational training. National level mediation of interests is realised within the framework of the National Interest Reconciliation Council. The local mediation of interests of vocational training is carried out by the regional labour council.

The state operates the system of public education primarily through local governments. Apart from that, it is entitled to establish or operate institutions of public education directly.

Both the local governments Act (*Act LXV of 1990 on Local governments*), and the Public Education Act provide the local governments' tasks in conjunction with public education. In line with that legislation, the institution system of public education forms part of the network of local governments, i.e. it is specified in detail, which tasks must be attended to in a particular settlement (small town, city, capital city district, and county, and city of county legal status), and which at a territorial (county, capital city) level.

The institution system of public education is formed of independent institutions legally separate from their maintainers, enjoying full professional autonomy, but otherwise controlled by the decisions of the maintainer. The maintainer's administrative powers are wide ranging from the act of establishment to determining the budget, and exercising legislative control, but may not infringe on the professional independence of the institution. Maintainers include, apart from the state, and local governments, also churches, NGOs, foundations, etc. The administrative powers of the latter are identical to maintainers

of state institutions. The legitimacy of the operation of the maintainer is controlled by the state through the involvement of municipality notaries, and chief administrators.

The task of Parliament in administering higher education is the creation of the Act on higher education, the setting of directions of development, giving state recognition to or depriving this recognition from institutions of higher education, and the specifying the contribution provided by the state from the central budget for development and operational purposes.

The role of the President of the Republic is to hand over the assignment to the heads of universities (*egyetem*), and appointing university professors, furthermore he approves the honorary conferment of doctors.

It is the entitlement of the government to hand in to the Parliament the proposals of legal measures, and medium term development plans in connection with tertiary education, it also determines the total number of state financed students to be taken on in any one year and how the numbers are divided by the fields of studies. It may establish a scholarship. The head of the government, i.e. the Prime Minister is entitled to appoint professors and rectors of *főiskola*; and the appointment and discharge of chairmen/presidents/heads of higher educational bodies and committees.

Branch level administration is in the hands of the Minister of Education and Culture, who exercises the authority of supervision over the operation of non state higher education institutions.

In accordance with European practice, higher education institutions also participate in the administration of higher education. Their role is usually to give their view on issues of education policy, and professional matters (Higher Education and Scientific Council; *Felsőoktatási és Tudományos Tanács*), and control the quality of higher education on an on-going basis. (Hungarian Accreditation Committee; *Magyar Felsőoktatási Akkreditációs Bizottság*).

Institutions of higher education are universities (*egyetem*), and *főiskola*, both independent legally and professionally, and controlled by their own government. Institutional independence is a major principle in higher education. In line with that principle, universities (*egyetem*), and *főiskola* draw up their own organisational and operational procedures, determine conditions of transfers of students among institutions, scholarship fees, test questions, rules on doctoral courses, or habilitation procedures, etc. The senate holds priority entitlement in managing the institution.

2.6.1. General Administration at National Level

From the spring of 2006, the branch level administration of education is the responsibility of the Ministry of Education and Culture, from 2007 the administration of vocational education and training is in the hands of the minister responsible for vocational education and training and adult education. In the case of vocational education and training within the school- based system, however, the scope of authority is shared between the two portfolios. The head of the Ministry of Education and Culture is the Minister. Its tasks are provided by relevant legislation. The essence of that is to manage and direct the education branch, including single structure, and upper secondary education, and higher education,

and to harmonise science policy, and technology policy. An important task of the ministry on top of preparing, and issuing legislation is the arrangement and operation of services related to the education system.

According to the Act LVII on Central Public administration organizations and on the legal status of the members of the Government and state secretaries of 2006; the ministry as a structure is managed by the permanent secretary in agreement with the Minister. The permanent secretary is directly in charge of the following:

legal issues, internal administrative/management issues, internal IT, IT of the entire education system, internal staffing, internal audit, matters concerning national/minority education. The permanent secretary is the deputy of the Minister both practically and on a legal basis. The administration of various technical areas is the task of deputy state secretaries. The Ministry of Education and Culture embraces the following areas: international relations (cultural and educational diplomacy, EU), developmental and economic, public education, (kindergarten, primary (single structure), and general lower and upper secondary education), higher education and scientific, and cultural. The technical areas break down into divisions and in some cases further into departments. Staff size of divisions moves in a range of 10-40.

2.6.1.1. Single structure and upper secondary education

The administration of that level of education is characterised by the fact that most of the emphasis is on preparing decisions, creating legislation, and development plans, and the Minister only takes action concerning a rather limited list of issues. He/she may only instruct a third party to assume control over individual institutions if the maintainer of the given institution had neglected a previous warning to the same end. A ministerial task is e.g. the operation of the examination system, tasks in conjunction with the publication and sales of textbooks, maintaining the office of the ministerial commissioner of educational rights, ensuring the conditions of quality assurance, operating the system of further training of teachers, and attending to education policy tasks related to regional development.

With respect to vocational education and training the Minister responsible for vocational training and adult education exercises his/her power of assent for example concerning the issuing of the National Training Register as well as determining the schedule of the general vocational examination (*szakmai vizsga*). The Minister of Education and Culture has a right to consent regarding these questions.

2.6.1.2. Higher education

In directing higher education, according to the 2005 Act CXXXIX on Higher education, the Minister participates in preparing decisions of higher education policy, performs organizational and developmental tasks. In the framework of the above he/she operates the higher education information system, the career survey system, exercises the legal supervision over non state higher education institutions, and operates a professional control system. He/she fulfils the tasks deriving from governing rights of the maintainer in case of state higher education institutions. He/she may pass a resolution on the basis of a stand taken by some higher education agency in issues such as allowing establishment or transformation of a higher education institution. In state higher education institutions above the heads of institutions, the Minister exercises the employer's rights except appointment and dismissal of teaching (and research) staff.

2.6.2. General Administration at Regional Level

Hungarian education administration traditionally lacks strong regional structures as the characteristic administrative level is the territorial one, which means counties and the capital city. However, in the past years, including the year of 2007/2008, regionality seems to have become a lot stronger in administration.

2.6.2.1. Single structure and upper secondary education

In the regional administration, public education is the statutory responsibility of the county level local government (e.g. operating upper secondary schools, (középiskola), boarding schools (kollégium), preparing development plans, operating a public foundation, etc.). The Educational Authority (Oktatási Hivatal) is a regional central national agency with six regional directorates in addition to the headquarter in Budapest, controlled by the Minister of Education and Culture. Its tasks include control, measurement, evaluation, quality assurance, arranging *érettségi vizsga*, updating the list of experts, tasks related to IT issues of public education, and acting as an authority in a specific list of subjects. It has certain powers to decide, supervise, prosecute or impose a fine.

There is one instance that qualifies for the name of regional association whereby local governments voluntarily join efforts to establish and/or operate schools, kindergartens. (óvoda) The framework of such associations is laid down in legislation.

New type of multi-purpose regional associations, the legal framework of which is assured by a separate legislation, were introduced in 2004. The association may be formed by local governments voluntarily with the purpose of fulfilling their tasks of providing public educational services in a more effective way. Local governments of the given region may agree to provide those educational services collectively that are to be provided by the county level authority. The county authority by handing over certain educational services to regional associations must also hand over the right of decision over the financial support enabling the provision of these services. The most common tasks taken over are teacher substitutions, in-service trainings, evaluation and assessment services, pedagogical services, special education of talented pupils, and consultation services.

The main financial resources for the operation of the multi-purpose associations are received from the contribution of individual local authorities and from the central budget.

The regional development and training committee is a new regional organization in the field of vocational training, which is a body operating on a regional level and is comprised of members invited by the minister responsible for vocational training and adult education. The work organization of the committee is the regional directorate of the Educational Authority.

Vocational training- organizational association is a new regional legal institution from 2007. It helps local governments in the realization of tasks regarding vocational training.

2.6.2.2. Higher education

Regional administration in higher education does not exist.

2.6.3. General Administration at Local Level

See subparagraphs.

2.6.3.1. Single structure and upper secondary education

Local level refers to the administration by the maintainers of the institutions. As the state institution system is closely associated with the local governmental system, local level is chiefly a reference to the maintainer function of the local government. With kindergartens (*óvoda*), and *általános iskola* that means the body of representatives of the government of small communities, cities, a district of the capital city, or cities of county legal status, including settlements inhabited by national or ethnic minorities. The maintainer function may also be fulfilled by multi-purpose regional associations. With *kollégium*, upper secondary schools (*középiskola*), single structure primary art schools (*alapfokú művészetoktatási intézmény*), technical services (*szakszolgálatok*), etc. the local level refers to the local government of a county or the capital city. The rights and obligations of maintainers will be no different even if the school or kindergarten is operated by a church, a foundation, etc., i.e. an organisation from the non-governmental sector, or e.g. a private entrepreneur.

The maintainer's administrative powers are wide, ranging from the act of establishment to restructuring it, determining its budget, exercising legislative control over it, appointing its director, drawing up its organisational and operational procedures, and approving its pedagogical programme, its quality assurance programme. The right to make decisions in an ethnic minority school is limited by the limited veto rights of the minority self-government, manifesting itself in the local government's decision making processes.

2.6.3.2. Higher education

The 2005 Act CXXXIX on Higher education orders that from the point of operation of higher education institution the Senate is responsible for autonomous local level decision making.

The Senate is the body of the higher education institution responsible for decision making and monitoring the implementation of such decisions. It determines and approves its own operational rules. The president of the Senate is the Rector.

The Senate defines the training and research tasks of the HEI, is in charge of adopting an institutional development plan, adopts a strategy of research, developmental and innovation, and determines the most significant rules and regulations, and the basic budgetary lines. The senate proposes the initiation and ranking the applications for the position of the rector.

The Senate sets up a standing committee to deal with academic, examination, and social issues impacting students. In case the committee or board established by the Senate also proceeds in issues that affect students, the participation of student representatives must be ensured.

The Senate may take its standpoint in any matter, may discuss and may put forth a proposal in respect of any issues. It may forward its position and proposal to the person or committee authorized to make related measures, who is liable to make a meaningful reply within 30 days.

2.6.4. Educational Institutions, Administration, Management

The Act on Public education ensures a large set of powers, and obligations/responsibilities for the head of the institution of public education. "The head of the institution of public education is responsible for the professional and legitimate operation of the institution, for cost-efficient management, exercising employer's rights, and decides in all issues related to the operation of the institution that neither legislation nor the applicable collective agreement (Act on the legal status of public servants (*közalkalmazott*)) refers to anyone else's power. The head of the institution of education and learning is further answerable for pedagogical performance, for the operation of the institution's control, assessment, evaluation, and quality management programmes, for the arrangement and delivery of child and youth protection duties, the creation of healthy and safe conditions to education and teaching, the prevention of accidents involving pupils/children, and the arrangement of regular medical examination of children and pupils" (*section (1) of § 54 of Act LXXIX of 1993 on Public education*).

In public education institutions to fill the position of head teacher the candidate must fulfill the following:

- hold the appropriate qualification required to teach in the different level of education (BA, BSc in *általános iskola* primary education, MA, MSc in *általános iskola* lower secondary education and in *középiskola*),
- have teachers' professional examination (further information under in-service teacher training in Chap. 8.),
- have at least 5 years of teaching experience,
- have a permanent public servant position or a permanent contractual position (contract with indefinite time length) in the institution concerned.

Candidates/Teachers may apply to the position of school head through public tender. The successful applicant is nominated by the maintainer.

The head of the institution (director) performs his/her duties with the help of his/her deputies. The financial director of the institution is the deputy to the director in financial issues. Allocation of other tasks is the task of the board to determine.

The operation of a school, (or other institution of education or learning: *óvoda*, *kollégium* etc.) must be regulated by statutory documents. The preparation of such documents is the task of the school head (director); however, the approval process must involve a group of persons as specified in relevant legislation. The most important documents to control operations is the Organisational and Operational Regulations, and the house rules. From 2004 onward, the institutional quality assurance programme. The essential documents regulating the operation have to be made public. The essential document of the professional performance of the institution is, in the case of the kindergarten (*óvoda*), the educational programme, and, in the case of the school, the pedagogical programme, or the local

curriculum forming part of the latter, and, in the case of a [szakközépiskola](#), or a vocational training school ([szakiskola](#)), the short vocational programme. The essential documents regulating vocational content also have to be made public.

Thriving for institutional integrity is a strengthening tendency in the school year of 2006/2007. The Act on public education provides an opportunity for the maintaining local governments to fulfil their tasks regarding public education with more rational and cost-effective solutions. These solutions are diverse, among others the operation of associations maintaining institutions, merging of institutions, the establishment of multi-purpose institutions can take place. In the meantime the Act emphasizes that institutional transformation cannot within any circumstances infringe the interests of those availing of the services, children's rights and the principle of equal treatment, cannot impose disproportionately heavy loads on them and cannot negatively affect the standard of services. Before the institutional transformation the maintaining local government is obliged to prepare the task provisions, institutional structure- operational and development plan and quality management programme that are necessary for the organization of its public education tasks and promoting the local governmental decision-preparation. It also has to fulfil its harmonization obligations specified in the Act. The effect of institutional integration is seen in the fact that compared to the previous academic year, the number of task provisional places hardly changed (in the case of eg. Institutions delivering primary education from 3591 to 3418), whereas the number of institutions decreased significantly (from 3064 to 2520).

Based on the experience of merging of institutions, new leader positions were also defined when modifying the act on public education. According to legislation, if the member institutions of an institute of public education are found in various settlements, or the number of member institutions of a multi-purposive institution within one settlement exceeds five, or if the number of structurally or professionally independent institutional units of a multi- purpose institution exceeds five, the leader position of the institution of public education should be the Director General's, the director's and the kindergarten manager's of the member institute or institute unit. These legislations also apply if according to the founding document of the institute the maximum number of children and students who can be admitted to the institute accesses 1500. (Act on Public Education Section 55 paragraph (3)). The same regulations apply to the Director General as to the leader of the institute, except for the regulations concerning compulsory teaching hours.

The education institutions in order to continuously and professionally improve the educational tasks and efficiency and better fulfil their aims and results must determine their quality policies and prepare a quality management programme/scheme as the Act on Public education has prescribed it since 2004. The quality policy and the quality development scheme must be included and defined in the quality management programme.

The quality management programme is prepared by the head of the educational institution and it is accepted by the teaching staff. Before approval the opinion of the school board and the student union of the school or the [kollégium](#) must be collected. The institutional quality management programme must be approved by the maintainer.

The School Quality Management Programme defines the long term principles and plans of the educational institution. It defines their way of implementation, the operational procedures, and within its frame the leading, planning, controlling, measuring, and assessment and evaluation tasks. The assessment and evaluation criteria of staff working in leading position, the criteria for the evaluation of the teachers' performance, the procedure, the period and method of the complex internal evaluation of the institution and also its connection with the quality management programme of the maintainer must also be included.

The teaching staff receiving the opinion of student associations evaluates the implementation of the institutional quality management programme, and the results of the national competence

measurement programme taking into consideration the individual development of students and the performance of the classes. On the base of this evaluation measures and steps must be determined in order to ensure that the professional aims and the actual operation of the public education institution get nearer.

The documents describing the professional work or programme of the education institution have to be made public.

2.7. Internal and External Consultation

Upon making decisions concerning the entire institution, the director must seek the views of a group of persons specified for that purpose in relevant legislation. The most important internal documentation (e.g. the Organisational and Operational Regulations, the pedagogical programme) are accepted by the teaching staff and approved by the maintainer. Institutions operate on the basis of an annual working plan that specify in detail their tasks and the persons responsible, and, when necessary, even deadlines. The performance rate of the individual tasks is verified by the head of the institution, who reports annually to the teaching staff, and, if need be, to the maintainer, concerning the delivery of the work plan. From 2004 onward institutions have been controlling their internal procedures, and decision making mechanisms by means of a quality management scheme.

The students' self government may be an important body in the democratic functioning of schools along with the school board, a forum comprising equal numbers of pupils, parents, and representatives of the teaching staff. No legislation requires the creation of these, however, the latter must be established in the event that representatives of at least two of the groups involved initiate its creation, and participate in its activity (see [2.7.1.](#)).

The maintainer (in most cases the local or the regional government) maintains close contact with the institution, and has numerous obligations and entitlements. It may, among others, decide on the establishment, financial competency, restructuring, closing down of the institution, and/or may modify the institution's profile or decide its name. Also the maintainer determines the budget of the institution of public education as well as the rules of specifying the available reimbursement ([költségtérítéses képzés](#)) and the tuition fee, the criteria for awarding social grants, the number of kindergarten groups ([óvoda](#)) to be launched in any school year; the maintainer also allows possible departures from maximum class/group size, etc. Last but not least, the maintainer appoints the head of the institution of public education, and exercises employer's rights over him/her. As from 2004 tasks of the head are defined by a quality management scheme.

The Ministry of Education and Culture does not maintain daily contact with the institutions, however, it regularly updates institutions concerning major decisions, developments, and/or funding available through application. Such information is provided partly by quoting legislation (e.g. ministerial decree on the schedule of the academic year), partly in circular letters (e.g. a circular letter of information concerning the [érettségi vizsga](#), and there are frequent updates on the ministry's website as well.

A technical service provider may be an important external partner to the school or kindergarten ([óvoda](#)), providing assessment/evaluation, consulting, or further training services, and ensures that up-

to-date information should reach the institutions on a continuous basis. Further external relationships of the school are formed by the school in accordance with its concept of education, pedagogical programme, and professional strategy. Creation of so-called horizontal, frequently international relationships is a usual method, and a means of taking over best practice. Both teachers, and heads of institutions may be members of numerous NGOs (teachers associations, directors' societies, etc.), but there are organisations of schools, and conferences, and other fora are similarly an opportunity for networking.

The established networks in the system of public education are gaining more and more importance in the operation of the external relationships of the educational institutions. Besides the rather formal networks already in function in connection to the National Development Plan I., newer systems were established in order to implement the measures that were defined by the developmental programmes. The most significant of these are the TIOK consortia (Térségi Iskola és Óvodafejlesztő Központok - Regional School and Kindergarten Developmental Centres), the tasks of which to try out and make corrections to the tools and programme packages developed by the programme. It was also possible to connect new developments to already existing networks; an example is the participation of the Országos Oktatási Integrációs Hálózat (OOIH – National Network for Integrated Education) in the disadvantage compensation programme of the National Development Plan.

2.7.1. Internal Consultation

The Act on Public Education provides for the establishment of a School Board. The main task of the School Board is to support the educational and pedagogical work of the institution in cooperation with the teaching staff. It also helps cooperation between educational staff, parents, students and members of other organizations interested in the operation of the public education institution. The student union, the teaching staff, and the parents may delegate the same number of members; further members may be delegated by the maintainer, the governing body of the minorities, and in case of a vocational education institution the regional chamber of economics.

For the representation of their interests the students may establish a student union. Their operation covers all tasks and responsibilities in which students can be involved. The student union may express its opinion; make proposals in connection with the operation of the education institution and in questions that concern the students. In certain cases, e.g. the approval or modification of the school rules, the student union must give its approval.

The most important partner in an educational institution regarding internal communication is the teaching staff itself, which has legal decision rights as well as to express opinion and make proposals in several areas. Among others, it has a decide right regarding the educational- and pedagogical programme and its acceptance, the acceptance of the organizational and operational rules and their modification, the preparation of the annual work plan of the educational institution, the rules of the house, the acceptance of the quality management programme of the institution, defining the criteria to progress to the next school **grade. (Act on public education, Section 57** paragraph (1)).

2.7.2. Consultation involving Players in Society at large

See main text of **2.7.**

2.8. Methods of Financing Education

The operation of the public education system is ensured by the funds provided from the central budget and the contribution of the maintainer, which may be supplemented by the fees paid for certain services by the students or the own sources of the particular education institution.

The normative contribution of the central state budget is determined by the Budget Act annually. The sum of the normative support and other financial support provided for public educational purposes to the local authorities must reach the sum of the normative support and other supports provided in the previous year (taking into consideration the number of students enrolled). The normative contribution from the central budget source provided to the non-state maintainers (church, foundation, etc.) for public education purposes may not be less than the normative contribution provided to state maintainers.

The maintainer receives a central contribution to be able to provide for the purchasing support of school books appearing in a market price. About the way this support is provided to students the teaching staff make the decision taking into consideration the applying legislation. The maintainer receives a further support in order to organize the meals of students at a discount rate.

The municipalities of the county-, the town with a county level authority, and the capital may establish a public foundation (approved in the development plan previously) to support the performance of their public educational tasks in regional and national level. The most important income of the public foundation is the contribution of the central budget.

In connection with the education and training of children with special educational needs, ensuring the pedagogical services, and early childhood development and care, as well as with developmental education the Government is to establish a public foundation.

An important principle of the funding system is that the state budget as stated in relevant legislation provides the normative support to the maintainer of the public education institution and not the institution directly. The maintainer supplements this sum if necessary and forwards it to the institution.

Local authorities, the maintainers' expenditure on public education exceeds the educational subsidies received from central budget. This means that state financial support may be supplemented by the maintainer of the institution (20-30%). School maintainer local governments are also free to decide on their school budgets (determined in their yearly budgets), with the only restriction that the budget must cover the expenses of compulsory tasks of the school defined in the Public Education Act and its Amendments. Coverage in this case means that the educational institution must have the sufficient resources to pay for the minimum number of lessons whilst providing students with services that they are entitled to free of charge.

A third channel of financial subsidies/income of public educational institution may be the own revenues of the institution.

2.9. Statistics

2.9.1. Key data on educational institutions (task units) by maintenance, 2007/2008

Type of institution	Local authority	County authority	Central budgetary institution	Denominational	Foundation , Natural entity	Others	Total
Óvoda	3 938	73	18	131	169	57	4386
Általános iskola	2922	121	28	201	103	43	3418
Szakiskola	234	126	21	24	145	50	600
Speciális szakiskola	58	78	–	4	7	1	148
Gimnázium	313	105	16	105	104	179	822
Szakközépiskola	362	196	33	30	215	119	955
Higher education inst.	–	–	31	26	14	–	71

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2.9.2. Educational expenditure from the annual budget

Year	Million HUF on current prices	In % from the expenditure of the state budget	In % of the GDP
1990	122 394	9,56	5,68
2000.	672 943	11.13	4.97
2001.	770 879	11.38	5.05
2002.	932 529	10.98	5.42
2003.	1 071 456	12.30	5.66
2004.	1 089 090	10.74	5.26
2005.	1 170 113	10.42	5.31
2006.	1 216 135	10.37	5.11
2007.	1 228 401	n.a.	4.84

Source: Statistical Yearbook of Education 2006/2007

2.9.3. Budgetary expenditures on education

Name	At current prices, million HUF				Percentage distribution			
	2000	2005	2006	2007	2000	2005	2006	2007
Public education	449 290	853 391	885 491	884 960	66,8	72,9	72,8	72,0
Of which:								
Óvoda, kindergarten	92 731	175 570	184 013	179 041	13,8	15,0	15,1	14,6
Primary education		442 530	450 580	438 663		37,8	37,1	35,7
Secondary education	356 559	235 291	250 898	267 256	53,0	20,1	20,6	21,8
Tertiary education	150 592	226 772	234 968	253 174	22,4	19,4	19,3	20,6
Other types of education	20 312	40 402	42 676	36 634	3,0	3,5	3,5	3,0
Other educational expenditures	52 749	49 548	53 000	53 633	7,8	4,2	4,4	4,4
Total	672 943	1 170 113	1 216 135	1 228 401	100,0	100,0	100,0	100,0

2.9.4. Budgetary expenditures on education by levels of education

Current prices, million HUF

Év	Óvoda	Primary and lower Secondary ²⁾	Upper secondary ²⁾	Teritary	Other education, further training	Other expenditure on education	Additional and for-profit activities on primary and secondary education ⁴⁾	Total ³⁻⁴⁾
1995	43234	119758	73380	54004	10535	5614		306525
1996	49325	131679	82395	58594	12250	6319		340562
1997	64962	256220		80378	14689	9338		425587
1998	75317	295732		91985	19555	10651		493240
1999	87748	330998		110654	22712	37954		590066
2000	92731	356559		143239	27665	52749		672943
2001	106214	409998		155379	29707	69581		770879
2002	129834	503826		176473	35687	86709		932529
2003	158526	617089		207604	42628	45609		1071456
2004	162648	632095		205179	45205	43963		1089090
2005	175570	442530	235291	216554	50620	48684	864	1170113
2006	184013	450580	250898	224544	53100	51837	1163	1216135
2007.	179041	438663	267256	242771	47037	50410	3223	1228401

1) From 1990 data includes the expenditure of investment, from 1992 of renewal too. From 1997 expenditure of maintance, operating costs of institutions are calculated for primary and secondary education.

2) From 1997 to 2004 only total of primary and secondary education is available.

3) In 1992 armed forces spent in addition 2073 million HUF on educational purposes, from 1993 the data contains educational expenditure of armed forces.

4) From 2005 data contains also additional and for-profit activities on primary and secondary education.

Source: MEC Statistical Yearbook of Education 2007/2008

2.9.5. Budgetary expenditures on education by level of education in percentage of the GDP

Current prices, million HUF

Year	Kindergartens	Primary	Secondary	Tertiary	Tertiary further training	Other education	Other expenditures on education	Total
1995.	0.77	2.13	1.31	4.21	0.96	0.19	0.10	5.46
1996.	0.72	1.91	1.20	3.83	0.85	0.18	0.09	4.95
1997.	0.76		3.00	3.76	0.94	0.17	0.11	4.98
1998.	0.75		2.93	3.68	0.91	0.19	0.11	4.89
1999.	0.77		2.91	3.68	0.97	0.20	0.33	5.18
2000.	0.69		2.63	3.32	1.06	0.20	0.39	4.97
2001.	0.70		2.68	3.38	1.02	0.19	0.46	5.05
2002.	0.75		2.93	3.68	1.03	0.21	0.50	5.42
2003.	0.84		3.26	4.10	1.10	0.23	0.24	5.66
2004.	0.79		3.05	3.84	0.99	0.22	0.21	5.26
2005.	0.80	2.01	1.07	3.87	0.98	0.23	0.22	5.31
2006.	0.78	1.91	1.06	3.76	0.95	0.23	0.22	5.16
2007.	0.71	1.73	1.05	3.49	0.96	0.19	0.20	4.84

2.9.6. Budgetary expenditure per capital

HUF

Year	Kindergarten	Primary education	Secondary education			Tertiary education
			Szakiskola	Gimnázium	Szakközépiskola	
1990.	41 267	40 962	52 577	60 029	70 384	
1995.	110 227			127 990		387 876
1996.	126 013			143 742		381 822
1997.	169 604			174 186		476 557
1998.	201 913			203 195		489 787
1999.	241 823			229 172		546 553
2000.	264 086			248 848		660 562
2001.	314 448			288 305		679 886
2002.	397 429			357 018		729 034
2003.	499 087			441 316		799 633
2004.	519 310			466 507		747 097
2005.	565 360	518 021		493 846		766 048
2006.	592 668	553 760		517 423		788 306
2007.	579 818	559 475		556 614		859 520

2.9.7. Budgetary expenditure of 2006 on education according to resources

Current prices, million HUF

Source	Óvoda Kindergar	Primary	Second ary	Tertiary	Tertiary further	Other educati	Other expendit	Additional and for-	Total
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	tens				training	on	ure on educatio n	profit activities in public education	
Central Budget	1320	10069	13222	242771	10305	11994	22724	5858	312 463
Local authority	177721	428594	254034	-	98	24640	27686	3165	915 938
Total	179041	438663	267256	242771	10403	36634	50410	3223	1228401

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For statistics see the appropriate level of education. ([3.12.](#), [5.21.](#), [6.19.](#))

3. Pre-primary Education

In Hungary, the institutional structure of infant education and care (pre-school and early childhood education) is split up into two sectors (social affairs and education), and the division is traditionally based on the age of child.

Bölcsőde takes part in basic provision of child welfare, and is under the administrative control of the Ministry of Social Affairs and Labour. It primarily undertakes the daytime supervision and professional care for children aged between 20 weeks and 3 years. In addition bölcsőde may provide additional services besides basic provision of care.

Óvoda ensures the institutional provision of children aged 3-7 through full daytime care under the administration of the Ministry responsible for education. Óvoda care starts at the age of 3 and it is compulsory from the age of 5. From that time on, from the first day of the educational year children are obliged to participate 4 hours a day in the guided activities organised by the óvoda.

3.1. Historical Overview

See subparagraphs.

3.1.1. Bölcsőde

The history of institutions providing care for children aged 0-3 is divided into three major periods: the period of 1852-1945, 1945-1970, and 1970 to date.

The period of 1852-1945

The first Hungarian bölcsőde opened on 21 April 1852 in Pest. The main function of the institution was always daytime care limited to the period the mother spent at work. Thus the institution was based on the professional principle of the social function and the family support function. The bölcsőde

attempted to substitute the mother during working hours by care-centred services rooted in the modern medical principles of the time. The system recognised the superiority of family-based upbringing, and the supplementary, sometimes compensatory role of **bölcsőde** care.

The period of 1945-1970

As a result of the mass-employment of women in the wake of World War II, and due to the necessity of developing the systems of mother and child protection, the **bölcsőde** assumed an important role. Apart from maintaining its previous functions, new ones also appeared. It included some principles of socialist education, such as adapting the child to a community as early as possible or emphasising that the institution – in this case the **bölcsőde** – can always ensure a service of higher standards than what is available at home. However, in spite of all the apparent ideological overtones, child care at the **bölcsőde** was much more child-centred, and more apolitical than in any other educational institutions.

From 1970 to date

The period begins with the establishment of the National Methodological Institution of **Bölcsőde** (BOMI - Bölcsődék Országos Módszertani Intézete), and is characterised by dynamic development. This period is characterised by: retaining and developing the social and family help functions, restoring the leading role of the family, emphasising the necessity of coeducation, a more differentiated attitude towards family needs (when professionally reasonable), the use of national and international research results in favour of the child and emergence of family support services. New methodological periodicals and professional concepts were provided; the level of the qualification of experts increased, more favourable positions were achieved within the national institution structure, and **bölcsőde** became a part of international professional life.

A variety of forms and services of daytime child-provision began to appear from the mid 1980s onward to supplement or complement **bölcsőde** care. **Bölcsőde** care spread during the period of socialism as an institution that meant to support the mass employment of women. However, the number of institutions and capacities shrank after 1985. The shrinking tendency has intensified over the last 10 years because of the decreasing number of children, and the dwindling revenues of local governments that operate **bölcsőde**. In the 90s the maintenance of **bölcsőde** was very expensive, smaller and less affluent local governments could simply not afford it (table **3.16.1.**).

Family daytime care was introduced in 1993 so that in smaller communities, where the maintenance is too expensive, there should be an institution where children are looked after.

Home supervision and care is another flexible form of childcare offered by a state **bölcsőde** or private entrepreneurs. They ensure temporary supervision of children in their own homes.

Apart from statutorily provided services, **bölcsőde** may also offer a large number of additional services, for instance baby-mother club, the toy rental or the child supervision.

3.1.2. Kindergarten (óvoda)

The story of looking after small children in Hungary began with the predecessor of kindergarten (óvoda) services in the first part of the 19th century, in 1828, preceding most countries in Europe. After visiting Pestalozzi and the kindergarten (óvoda) of Wilderspin, Countess Teréz Brunszvik founded the first kindergarten (óvoda) in Buda whose name became Angyalkert (the garden of angels). The institution set the objective to provide the necessary protection for the children of destitute people. The number of kindergartens (óvoda) grew gradually: in 1832 there were 4, and in 1836 already 14.

1836 is of great importance in the history of Hungarian óvoda pedagogy from several points of view. In one hand out of the 14 óvoda the first kisdédóvó (former name of Óvoda) institution was opened in a village. It was, founded by Bezerédj Amália in Hidja-pusztá, Tolna County. On the other hand, the first "Association for promoting kisdédóvó (former name of Óvoda) in Hungary" was founded, which also undertook to organise and maintain these óvoda.

The quick spreading of kindergartens (óvoda) was explained by the fact that they were seen as the instrument of spreading the Hungarian language, and creating national unity. Kindergarten (óvoda) educators were initially mostly men, and learned their profession through self-education, then acquired additional qualifications in special training institutions. The first kindergarten nurse training institution was established in Tolna in 1837 by István Wurga, and it taught men the skills of a kindergarten (óvoda) educator. That training imbedded kindergartens (óvoda) in the entire context of Hungarian public education, and preparation for school studies soon became one of its goals. By the end of 1847 there were as many as 89 kindergartens (óvoda) working in Hungary.

At the teachers' congress (pedagogical congress) on 20 July 1848 everybody was represented from kindergarten (óvoda) to university. The kindergarten (óvoda) division of the special committee of child-nursing put the most important issues of kindergarten pedagogy on its agenda: the mission of kindergartens (óvoda) was identified not as education, but as familiarising the children to life in a community, the place to upgrade their skills, help unfold their emotional life, and recommended loving care, setting good examples, and singing as the method to achieve that aim.

The Parliament in 1891 enacted the first Act on Kindergarten care, the XV of 1891. It stipulated six educational fields, compulsory for children of 3-6 years of age, and made kindergarten obligatory for all children. Furthermore, the act stipulated the training of kindergarten teachers, and also demanded the employment of qualified nurses. It ensured that kindergarten education became an issue of importance for the state.

The kindergartens founded in the first part of the 19th century were exclusively pre- school institutions, that is, institutions for children before school age.

The content of education, the methodology and the organisational structure of these óvoda bore a resemblance to the primary schools of the time.

The primary activity was learning, and playing only had a subsidiary function. The equipment was regular school equipment, with hardly any toys available. The internal life of kindergartens often followed the pattern suggested by Fröbel.

In the second part of the 19th century the distinction between kindergarten (óvoda) and school became more apparent with a more consistent differentiation of pre-school care and education.

Various trends of reform pedagogy had an effect on Hungarian child care/education in the early 20th century. In the first phase child independence and freedom of the child's individuality was highlighted. The main principle of educational methodology emphasised natural approaches. It was important that set procedures became more relaxed, rigidity eliminated, and more freedom ensured. The pedagogic thesis of Mária Montessori affected the life of kindergartens (óvoda): "let the child act autonomously".

Based on this theory, there are two conditions of infant activity. One is the space in which the activity takes place, the other is the tools that govern the activity. Both should be suitable for the age and needs of children.

The second phase of the development of the trend lasted from the end of World War I till the mid-1930s. One of the concepts which builds on the characteristics of children can be connected to the name of Rudolf Steiner. According to his conception, in children's education it is primarily the natural development of the child that has to be taken into consideration in order to achieve the idea of a free and ever developing human being. Hence appropriate psychological infant education is inevitable: appropriate educational content, systematized forms of activities and teachers' attitudes.

Another wing of the above mentioned trend is the conception of Freinet's, which emphasises education for life through life, where the tool of communication is work. Main novelties of his concept are: his well defined objectives (self- organization and creativity) and a list of special elements (collection of documents, workshop, flexible time frame, etc.) too.

After World War II kindergartens (óvoda) were nationalised. In the first part of the 50s kindergartens became a target of intensive development in accordance with the economic and social principles of the time. It was necessary because an increasing number of mothers went into employment, and it aimed at the preparation of children for school. The 1950s saw the mushrooming of factory and company based kindergartens (óvoda), and in the countryside the seasonal kindergartens, necessary due to the large number of families moving to the countryside for seasonal work. Act III of 1953 on Kindergarten care (repealed in 1986) determined the operating principles of daytime kindergartens in the spirit of Soviet-type education policy, controlled by the party headquarters. A paper called 'Methodological paper' published in 1953, followed by a manual titled 'Educational work in the kindergarten' in 1957 gave binding regulations, and uniform principles concerning the content of professional work performed in all kindergartens (óvoda) of the country. As a result of Russian methodology, didactic play was introduced, increasing the proportion of the educational element in Hungarian kindergartens (óvoda).

By 1965 kindergarten (óvoda) attendance had more than doubled. There were as many as 3227 kindergartens (óvoda) operating in the country. The creation of the institution network of early childhood education progressed at its most extensive in the 60s, and into the 70s, resulting in the phenomenon that some kindergartens (óvoda) began to operate in buildings originally not meant for kindergartens (óvoda). In 1975 over two thirds, and in 1990 87.1% of the 3-6 age group attended kindergarten.

A higher education degree for kindergarten staff has been a requirement since 1959, but in the 70s, due to the high intensity expansion of the kindergarten network, and in an attempt to minimise

unqualified employment, for 20 years kindergarten teacher qualifications could be obtained at upper secondary school courses.

In 1971 the Programme of Kindergarten Education was issued as the centrally determined instruction for professional content, and it served as the backbone of the work performed in kindergartens nationally till 1985.

Its advantages included a comprehensive system and the practical approach to child and infant education, emphasising individual, differentiated treatment of children, and play/games as the preferred basic activity.

The new version of the Programme of Kindergarten Education was published in 1989 further de-emphasising the compulsory element, calling for more differentiated individual treatment, and advocating a more flexible daily schedule.

Following the 1989 political changes, kindergartens (*óvoda*), forming the integral part of the public education system, were transferred from state to local government maintenance. (*Act LXV of 1990 on Local governments*). The basis of economic transformation was the privatisation of state property, which resulted in the closing down of factory and workplace based *bölcsőde*, and kindergartens (*óvoda*). Simultaneously, to meet public demand, church operated kindergartens (*óvoda*) were reorganized, and kindergartens maintained by foundations and private organisations were established that satisfied most expectations of parents by offering a colourful mix of programmes or some particular teaching practice.

Act I of 1985 on Education formally upgraded the first phase of public education, the kindergarten (*óvoda*) to a fully equivalent institution of public education. It eliminated ideological elements from the teaching programme, and put an end to the state monopoly of education. In 1996 the Basic Programme of kindergarten care was issued, a framework programme, which only suggests guidelines concerning the content of the local educational programme of the kindergarten (*óvoda*) based on which education and teaching is performed. It ensures the possibility to provide education on the basis of numerous principles taking account of local needs and demand. Taking this regulation into consideration, the educational staff of kindergartens prepared the local educational programme of their institutions. Taking account of local needs and demand, the local educational programmes include the educational concept of the school, its ongoing practice, and the main pedagogical principles of the teaching staff.

Changes in Hungarian public education in the 90s may be associated with two factors: external changes in the political, economic and social environment of education as well as changes within the education system itself.

3.2. Ongoing Debates and Future Developments

The mid-term public-education developmental strategy of the Ministry responsible for education was finalised in 2003 in relation to the National Development Plan, which is related to receiving EU funds. The long-term strategy for the period of 2005-2015 specifies the most important priorities concerning the development of Hungarian public education, the directions of development and future responsibilities that could serve as a base for the development of the specific strategic tasks and tools.

The Óvoda programmes serve as basis for further programme development implemented in the framework of the HRDOP (Human Resources Development Operational Programme) tender 3.1.1 of the National Development Plan..

The Competence based Óvoda programme package reflects the principles of the 'National Core Programme of Education in Óvoda. The **objectives** of this pedagogical development are the elaboration of educational content that is suitable for enhancing the transitional learning period from pre-school stage to primary school. Additional objectives are: supporting the spread of inclusive pedagogy in pre-school institutions, the acknowledgement of playing as an activity that is both the objective and the result of the development, and the acknowledgement that there is methodological connection among playing, morals and emotions. The content of the programme package is suitable for founding lifelong learning, taking into consideration the age-characteristics and main activities of children of kindergarten age.

The most important document of development concerning the near future is the *New Hungary Development Plan*, which plans the use of, EU funding. It sets two highly important goals in order to address the most urgent problems of the country: increasing employment and ensuring the conditions of permanent economic growth. The document elaborates the implementation of goals in six main fields, one of which (social renewal) deals with the quality development of human resources. Ensuring access to quality education to all is also included within this field. There are related content developments as well. It is a primary objective to continue the reforms related to content, started under the first National Development Plan, to continue competence based teaching, and spread the new forms of learning and digital literacy.

The kindergarten programme of SROP 3.1.1. (Social Renewal Operational Programme) carries on the development by operating an intensive cross-sectoral network in order to promote equity on the basis of inclusion and differentiation.

The kindergarten programme of SROP 3.1.1. also involves relating professions that are indispensable for achieving progress. Obviously, these professions are the ones which in some ways also deal with children and families and can be linked to other SROP measures (tenders 5.2.1-6.4.1.).

The most important element of the project is that tender- winning kindergartens launch developmental activities and improve monitoring, mentoring and quality assurance strategies. (One tender within the frames of SROP 3.1.1 is dedicated to select the kindergartens participating in the project.)

Sure Start Programme

The national implementation of the Sure Start programme aims to help early talent development and overcome the disadvantages of children living in families with a disadvantaged background at the earliest possible age. The programme gives multiple support to families raising children aged 0-6 in disadvantaged areas, villages, urban housing estates. The programme aims to establish cross-sectoral and civil co-operation built on local needs concerning the health and social care and day care of children as well as family care in order to eliminate the reproduction of poverty.

The project called Children Benefit programme (SROP 5.2.1) serves as professional basis for Sure Start. This project disseminates the professional- methodological merits and promotes cooperation with stakeholder sectors. The beneficiary is the [Institute for Social Policy and Labour](#).

"Let it be better for children" National Strategy

As daytime care plays an important role in ending child poverty and tackling disadvantages at an early age, the governmental decree 1092/2007. (XI.29.) on the implementation of the tasks relating to Assembly Decree 47/2007. (V.31.) on the "Let it be better for children" National Strategy (2007-2010.) stipulates the pool of tasks necessary for improving daytime child care.

There are three main objectives regarding the improvement of daytime care.

1, Improving access to services

a) increasing capacity

b) improving access for children from disadvantaged backgrounds

2, Professional innovations

3, Improving the conditions of financing and operation

The Kindergarten Integration Programme was launched in 2007 in order to improve kindergarten education and development of multiply disadvantaged children. The introduction of the kindergarten integrative pedagogical system (IPS) is not a separate programme in kindergarten work, as all of its elements are built on the national core programme of Kindergarten education, taking into consideration existing legislation, among others, Act CXXV. of 2003 on equal treatment and promoting equal opportunities. Kindergarten IPS is a system, the elements of which can be put into the focus of the educational process with greater awareness and in a more measurable way in favour of the multi-disadvantaged children,

3.3. Specific Legislative Framework

The Constitution of the Hungarian Republic declares:

“The Republic of Hungary shall endeavour to implement equal rights for everyone through measures that create fair opportunities for all.”

“In the Republic of Hungary, every child has the right to enjoy the care and protection on the part of their families, and by the State and society, that is necessary for satisfactory physical, mental and moral development”

“Parents are entitled to the right of choosing the kind of education their children are to receive.”

1991 LXIV Act declaring the 1989 UN Agreement on Children’s rights

Act LXXIX of 1993 on public education amended several times.

Act XXXI of on 1997 Child Protection and Guardianship Administration

15/1998 (IV.30.) MW decree on children’s welfare institutions providing personal care, professional tasks of individuals and terms of their operation

11/1994 (VI.8.) MCE decree on the operation of institutions

3.3.1. Early childhood education and care in Bölcsőde

Bölcsőde is a part of base care of child welfare, and is under the administrative control of the Ministry of Social Affairs and Labour. It primarily undertakes the daytime supervision and professional care for children aged between 20 weeks and 3 years. In addition, bölcsőde may provide additional services besides basic provision of care..

Children may be enrolled in [bölcsőde](#) provided that the parents are in need of the service, furthermore bölcsőde care is especially important if the health development of the child (due to social circumstances) can be better assured in the institutional framework of the bölcsőde.

If the child has turned 3 years of age, s/he can stay in bölcsőde till the end of the care/educational year. Should they be immature for kindergarten education, they can attend bölcsőde till the 31 August of the year in which they turn their fourth year.

The **bölcsőde** may perform the early habilitation and rehabilitation oriented care and education of children with disabilities until they reach the age of six.

Children may be enrolled in **bölcsőde** on a continuous basis. The **bölcsőde** and the family full time and part time daytime care is available for 5 days a week, usually 8-10 hours a day, as required by the parents (their working hours) A **bölcsőde** operates on an on-going basis with an about 4-5 week summer break (table **3.16.1.**).

Besides basic provision of care bölcsőde may help families with special consultations, part time children supervision, a children's hotel, and other services supporting children education.

A prominent document of bölcsőde operation is "The minimum criteria for bölcsőde care-education and the detailed requirements of professional work", which determines the operating conditions of a bölcsőde and the content of the care-educational work.

3.3.2. Kindergarten (óvoda) education

See subparagraphs.

3.3.2.1. Maintenance of institutions

The group of maintainers of institutions entitled to provide tasks of public education is regulated in the Section 121. (1) of Act LXXIX on Public Education 1993 (hereinafter APE).

According to this regulation the maintainer is a legal entity, or someone holding a license necessary to provide service of public education, and fulfils all the requirements established in this legislation in order to operate an institution of public education.

According to Section 118 of the APE, the funds necessary to operate the system of public education are to be provided by the state budget and the contribution of the maintainer, which may be supplemented by the fees paid for services used by children, and other income earned by the institution of public education.

The amount of the budget contribution serving the performance of the tasks of public education is defined in the annual Budget Act.

The central budget provides normative budget contribution for state agencies, local governments and non-state, non-council maintainers of institutions to operate the educational-teaching institutions maintained by them taking the number of children / students and the type of the tasks undertaken into consideration..

Childcare from the points of view of regulation

The institution providing kindergarten education is called óvoda. The kindergarten educates children from the age of 3 until the beginning of compulsory schooling age.

According to Act LXV on Local governments as well as the 2003 amendment of the Act on Public Education (hereinafter the Act on Public Education) providing kindergarten education is the duty of the local government.

A local government may fulfil this task by maintaining its own institution, or in a partnership that might be based on an agreement with another maintainer, taking into consideration Section 41 (1) of 1997 XXXI. Act on child protection and guardianship administration (hereinafter the Act on child protection)

From the age of 3, kindergarten education is the duty of local governments.

When the child turns 5, participation becomes compulsory, which means legal obligation for the parents.

The majority of local governments maintaining an institution in the past years misinterpreted the above regulations of the Act on public education and thought that the responsibility of providing education only applied to the obligatory age of kindergarten care, that is, from the completion of the age of 5, thus many children remained unattended from the time they completed their third year of age.

According to Section 65 of the Act on public education, admission and transition to the kindergarten is based on enrolment. A child can be admitted to kindergarten after turning 3. According to the regulation, parents may ask for the admission or transition to kindergarten at any time.

According to the Act on public education, the kindergarten is obliged to admit or receive from another kindergarten any child who reached the age of 5, thus had reached compulsory kindergarten age if their place of living is in its district.

Kindergartens are obliged to provide education. The *óvoda* cannot deny the enrolment of multiply disadvantaged children nor children who are entitled for daytime care according to Section 41 of the Act on child protection and guardianship administration, or of those whose enrolment was initiated by the Office of Guardianship.

According to the 2006 amendment of the Act on public education, local governmental maintainers of institutions are obliged to provide kindergarten education to every multiply disadvantaged child who had reached the age of 3, and to every child who had come of age of 3 as of 1 September 2008 and 1 September 2010, respectively, if parents require it. The 2007 amendment of the Act on public education also stipulates that local government action plans specified in Section 85 (4) of the act are to include future measures for ensuring equal opportunities, especially in relation to providing kindergarten education from the age of 3. The supervision of the plans in this respect was due to 31 December 2007.

Act LXXVII of 1993 on the Rights of National and Ethnic Minorities stipulates that if the parents so request, the local government must arrange for a minority class or group. (Table 3.16.7) The law entitles minority local governments to supervise and evaluate educational institutions in order to ensure a service of required standards.

The Decree of the Minister responsible for education No. 2/2005 on the policy of kindergarten education of children with special educational needs and school education of children with special educational needs (annex 1), and Act LXXIX of 1993 on Public education contain the measures and policies to kindergartens (*óvoda*) providing education to SEN children.

According to the modification of Section 30 of Act LXXIX of 1993 on Public Education, effective from January 2007, in addition to children with educational and behavioural problems, children permanently and severely hindered in their learning because of disorder in their recognition functions or permanent and severe disorders in their behavioural development due to non organic reasons are also eligible to taking part in developmental counselling/activities.

Developmental counselling/activities may be realised within the framework of kindergarten education as well. Effective from September 2007, Section 121 (1) of the Act on public education was modified, and the notion of children and pupils with special needs of education was revised. Thus, the notion of children and pupils with special educational needs include children, students who suffer from permanent and severe disorder in their cognitive functions or behavioural development due to organic or non-organic reasons.

3.3.2.2. Regulation of content

The document regulating the content of kindergarten education is the 137/1996. (VIII.28) Ministerial decree, called the National Core Programme for Óvoda Care (core programme). The core programme is effective for every kindergarten, regardless of their maintainer.

The national core programme of kindergarten education includes general ideas on the principles of educational and pedagogical work in kindergartens, goals and objectives, which, however, can only be realised on an institutional level, if the kindergarten includes them in its educational programme.

Planning the national core programme of kindergarten education on an institutional level and its harmonisation with the institutional conditions is the responsibility of the educational boards of kindergartens.

As kindergartens participate in child and youth protection tasks, the educational programmes of kindergartens should also facilitate that there be fewer children at risk. The objective is that every child achieves the maturity level for school enrolment and gain the experience necessary for smooth adjustment into a school community.

National level content regulations also serve as the core documents of education and teaching of students with special educational needs. Institutions providing education to them must consider the guidelines on teaching and educating students with special educational needs when preparing their programmes. These guidelines specify the exercising of rights, the principles and the content regarding habilitation and rehabilitation. 2/2005 (III.1) Ministerial decree

In 1997, the Minister of Education in agreement with the National Committee of Minorities issued the guidelines of kindergarten education of National and Ethnic Minorities, 32/1997. (VI.4.) MKM legislation, which according to the specifics of 1993 Act on Public Education must be considered by kindergartens providing education for national and ethnical minorities upon the preparation of their educational programme.

Kindergartens of an increasing number provide care, nursing and education for children of foreign citizens (Table **3.16.5.**).

Section 110 of the Act on public education was modified by Section 101 of Act I of 2007 on migration and stay of individuals who have a right to free movement and stay. The aim of the modification was to harmonise the Hungarian legislations specifying which non-Hungarian citizens and on what conditions have the right to enjoy educational services provided by the state in the territory of the Hungarian Republic with the relevant EU regulations.

3.4. General Objectives

Kindergarten education, as a supplement to family education and within the framework of institutional education, supports the processes of spontaneous maturing of children aged 3-7 with conscious educational activities and taking into consideration individual characteristics while focusing on the importance of playing. It is a priority that kindergarten education be available to all families, regardless of the age when the child enrolls to kindergarten.

3.5. Geographical Accessibility

According to Act LXV on Local governments as well as the 2003 amendment of the Act on Public Education (hereinafter Act on Public Education) providing kindergarten education is the duty of the local government. In order to organise its tasks, the local government prepares an action plan describing how the local government fulfils its obligatory tasks. However it must not impose unnecessary load on parents and must consider the age and special educational needs of children.

3.6. Admission Requirements and Choice of Institution/Centre

The Act LXXIX of 1993 on Public Education provides the right of parents that they can choose the kindergarten best suited to the capabilities, talents, interest, of their children, and their own religious and ideological beliefs, and national or ethnic belonging.

Parents may claim the admission of their child from the day the child has reached the age of 3. The enrolment is possible at any time during the education period.

When evaluating the applications for admission to the kindergarten, the head of the kindergarten is also to draw a distinction on the basis if the child concerned belongs to the district (catchment area) of the institution or not.

Based on the regulations of the act on public education, children are obliged to attend kindergarten (*óvoda*) from the first day of the educational year in which they reach the age of 5, and kindergartens are to ensure the fulfilment of these claims in the first place.

Further to that, the kindergarten is obliged to admit:

- any multiply disadvantaged child from the age of 3.
- Children, who according to the act on child protection and guardianship authority, are entitled for day care, and the admission process was initiated by the Office of Guardianship.
- if the child needs special education and the kindergarten is included in the expert opinion of the expert and rehabilitation committee.

The maintainer decides upon the way of applying to the kindergarten and the time of judging applications. Applications can be submitted during the educational year on continuous basis, however, there is a certain period of the educational year when the applications to a kindergarten must be submitted by parents who wish to enrol their children in the kindergarten. It is the maintainer's responsibility to decide on this period.

3.7. Financial Support for Pupils' Families

According to Article 17 of Appendix 3 of Act CXXVII of 2006 on the 2007 budget of the Hungarian Republic, a subsidy may be claimed for pupils and children attending kindergarten education, which, according to points a)-d) of Section 148 (5) of Act XXXI of 1997 on child protection and guardianship administration ensures a 50% normative meal support or free meal.

Children attending kindergarten education or full time school education in grades 1-4 and receiving regular child protection allowance must receive a 100% discount on the fee payable for attending the institution.

In case of families with 3 or more children, a 50% reduction of the fee applies to each child and pupil not included in the above group, but entitled to regular child protection allowance, and a 50% reduction also applies to permanently ill or disabled children..

After these children only one type of support can be claimed.

3.8. Age Levels and Grouping of Children

Bölcsőde

Bölcsőde primarily undertakes the daytime supervision and professional care of children from 20 weeks to 3 years of age. In some cases bölcsőde also render services out of the basic provisional services. The system of having one's own nurse is based on the principle of personal stability in the bölcsőde group, entailing that one nurse is responsible for one part of the group (5-6 children). The maximum number of children in a bölcsőde group is 10, in special cases less (e.g. in a group only with impaired children it is maximum 6).

Óvoda

Kindergarten provides the institutional provision of children aged 3-7 through full daytime. From the time a child comes age of 3, kindergarten provides according to the legislation on child protection and guardianship administration for their daytime care and related tasks as well. If the child reaches the maturity necessary for entering school, they enter compulsory school age earliest and latest in the year in which they complete the age of 6 and 8 by 31 May, respectively. Children who reached the age of 7 may stay in the kindergarten if the parent requires, and the expert and rehabilitation committee suggests the necessity of further kindergarten education and the educational board of the kindergarten approve it. Kindergartens confirm a child's maturity for school, in problematic cases they can consult experts (e.g. speech therapist, psychologist, teacher of special educational needs).

According to Section 65 (3) of 1993 LXXIX Act on public education grouping of children admitted to the kindergarten is the responsibility of the head of the kindergarten. Kindergarten groups should be organised in a way that the number of children in one group does not exceed the maximum number defined in the act on public education (25 children).

The organization of mixed-aged groups (the co-education of children of mixed ages within one group) is the latest group organizational pattern and a significant number of Hungarian kindergartens follow this pattern.

3.9. Organisation of Time

Bölcsőde

The opening hours of a bölcsőde are determined by the maintainer, taking into consideration the working schedule of parents. Hence the minimum opening hours of a bölcsőde are 10 hours. However, the nursing time of a child per a day cannot exceed 10-12 hours. The operation of other services is up to the maintainer's decision.

Óvoda

The maintainer of the kindergarten determines the opening hours (on weekly and annual basis) and the holidays with regard to Section 102 (2) of the Act on public education.

Kindergarten education is provided within the framework of guided activities covering the full scope of kindergarten life necessary for the education of the child. Kindergarten activities should be organised in a way that the óvoda education and care could satisfy parental needs and the kindergarten could also provide the part-time day-care and supervision of children, The time frame for care and education is 50 hours per week, which, in reasonable cases, is to be increased with the time necessary for the fulfilment of daytime care related tasks.

3.9.1. Organisation of the Year

The academic year begins on 1 September every year, and lasts until 31 August both in bölcsőde and óvoda.

The maintainer of the institution approves the daily timetable of the kindergarten, the summer holidays and the working days without providing care and education, taking into consideration the parental needs. The institution must fulfil both the educational and daytime care tasks .

Parents have to be notified of the summer closing time by 15 February, and by the 7th day before mid-year holidays.

Furthermore, the organizational and operational rules of the kindergarten may stipulate that the requests of parents for the summer day care must be collected 30 days before the summer closing date, and parents must be informed about which kindergartens are open for summer day care before the holiday begins.

3.9.2. Weekly and Daily Timetable

Bölcsőde

The daily schedule of bölcsőde is continuous and flexible, and thrives to satisfy the needs and necessities of the child, establishing a sense of security, predictability, and the opportunity for activity and independence.

The daily timetable of bölcsőde is dependent on the age of children, maturity and needs of the group, but may also be influenced by weather changes and the actual number of children in the group. Additional factors taken into consideration are personal stability ("own-nurse" system) and the home life and daily routine of each child.

Óvoda

Kindergarten teachers prepare the weekly and daily timetables of kindergarten groups in accordance with the principles of the local educational programme of their óvoda and their Organizational Operational Rules. (see **3.10.**)

3.10. Curriculum, Types of Activity, Number of Hours

Bölcsőde

A methodological guide called 'Módszertani levél' is issued by the National Family and Child Protection Institute. This guide provides relevant information on the detailed professional requirements and minimum conditions of infant education and care of bölcsőde.

In a bölcsőde all activities are based on playing, which helps children to discover, explore and perceive the world, facilitating physical, mental, emotional and social development.

Óvoda

In the kindergarten (**óvoda**) the *local education program* determines the content of education, which is a local regulatory document prepared in line with the principles of the National Core Program of Kindergarten Education (**Alapprogram**) (**3.3.2.**) Institutes regulate the procedure and time of kindergarten documentation of the education and development of children in their local educational programmes.

Playing is the most important and most intensively developing task (and thus the most efficient tool) in kindergarten education. The special importance of playing must be present in the daily timetable and schedule of the kindergarten. Pedagogical development mostly builds upon the following activities:

- Poems, tales
- Songs, music, sing-and-play
- Drawing, sculpting, craft
- Physical activities
- The active exploration of the outside world

3.11. Teaching Methods and Materials

Óvoda

As an Appendix of the Act on public education the core document of content regulation in kindergartens is the 137/1996 (VIII. 28.) Governmental decree. It provides the pedagogical principles, goals and objectives of kindergarten education in general, which can only be realised on an institutional level, if the kindergarten includes them in its educational programme.

Materials and methods used in the course of education are chosen by the óvoda teachers themselves in accordance with the relevant regulation.

Within the frames of the National Human Resources Operational Programme of the National Development Plan and on the basis of effective legal regulation a competence based programme package for kindergartens was developed, which offered new alternatives for pedagogical innovation.

3.12. Evaluation of Children

There is a great deal of background information (compulsory legislative documents and non-compulsory educational materials) that can help óvoda educators in evaluation.

It is compulsory to take into consideration Governmental decree 137/1996 (VIII.28) on the National Core Programme for Education in Óvoda when planning pre-school education, and to record the progress of each child.

Kindergarten teachers may choose one of the evaluation systems available or they can develop an own system in line with their local educational programme. They have to record the progress of each child from the first day they enter kindergarten until the day they enrol to primary school.

3.13. Support Facilities

The following services are free of charge in educational institutions maintained by local governments and state agencies (and also within the frames of task provisions on a local governmental level):

- guided activities in the kindergarten [24.§ (1)], speech therapy and dyslexia preventing activities in case of need, remedial activities of 2- hours per day for children with special educational needs
- regular child health supervision
- the use of equipment and facilities of kindergartens relating to free services

A set of supporting services, prescribed by Act LXXIX of 1993 on Public education are available to improve the effectiveness of education provided in kindergartens (óvoda). The pedagogical services (szakszolgálatok) are meant to assist kindergarten teachers and parents in solving problems in

conjunction with the education of children of kindergarten age. The pedagogical services ([szakszolgálatok](#)) are free of charge.

Special education consulting, early skill development and nursing is a service package provided for parent after the child's need for special education was established. Disabilities are assessed in the framework of a special rehabilitation service locally and nationally. Based on the outcome of the examination, recommendations are made concerning the treatment of the child under special education, including the method, the form and the location of such education.

The task of the educational consulting service is to identify the problems of a child concerning integration into a community, learning, and behavioural difficulties, and giving a professional opinion, giving rehabilitation sessions to the child involving teachers and parents, and, if so requested by a kindergarten ([óvoda](#)), writing a technical report to be used when the child begins school, if that seems necessary based on the child's individual abilities, and level of development.

The task of the speech therapy service is to minimise problems of speech initiation, remedying speech impediments, minimising linguistic/communicational disturbances, and preventing and rectifying dyslexia. In smaller communities it is delivered by travelling speech therapists. The speech therapy network is not available to every kindergarten age child in Hungary.

One of the tasks of the pedagogical services ([szakszolgálatok](#)) is to educate, develop, and nurse children with central nervous system damage applying the Pető Method.

The function of corrective physical education is to provide special PE sessions to a child if the assessment by the school doctor or a specialist refers that child to corrective or light physical education.

3.14. Private Sector Provision

Providing kindergarten education is the duty of local governments of settlements, but it is also possible for churches, foundations, economic organisations, and private persons besides local governments and state agencies.

For private kindergartens – for the private sector- the same regulations apply as to institutions of public education maintained by local governments. Private sector in public education, including institutions maintained by foundations or churches accounts approximately for 8-9%.

3.15. Organisational Variations and Alternative Structures

It is within the rights of local governments to decide how and in what institutional structure they wish to fulfil their tasks.

Multi-purpose institutions is a possibility of choice for local governments for fulfilling the specified tasks.

Legislation further widens the scope of multi-purpose institutions by including a new combined form of institution, 'óvoda- bölcsőde '.

This new institution provides the educational tasks of both the kindergarten and the bölcsőde (hereinafter óvoda- bölcsőde).

Óvoda-bölcsőde can be established for the co-education of children turned 2 years of age and for those who can be educated within kindergarten education.

An óvoda-bölcsőde can be established if the local government of the settlement is not obliged to operate a bölcsőde, and the number of children makes it impossible to launch a separate kindergarten and bölcsőde group, and presuming that all children having a permanent address or living in the settlement can be admitted.

Regarding organizational and professional aspects, óvoda-bölcsőde can also operate as an independent institution in any multi-purpose institutions of public education that are entitled to provide kindergarten education.

3.16. Statistics

3.16.1. Details of bölcsőde

Denomination	2000	2004	2005	2006	2007
'Bölcsőde' (active)	532	527	530	543	556
<i>Number of places(active)</i>	24 965	23 911	23	24 255	24 934
<i>Child-care nurse</i>	5 335	5 418	5	5 514	5 576
<i>Of which: qualified, subordinate nurses</i>	4 850	4 902	416	4 994	4 989
			882		
Infants enrolled, total	29 561	30 333	30	31 153	32 010
<i>of which:</i>			230		
<i>to nurseries of local governments</i>	28 722	29 369	29	30 066	30 762
<i>to nonprofit nurseries</i>	86	505	274		
<i>to private nurseries</i>	298	107	627	759	745
<i>to other nurseries</i>	455	352	41	42	37
<i>Infants enrolled as a % of infants in nursery age</i>	10,3	10,4	10,7	10,9	11,0
<i>Average daily number of infants nursed as a % of places</i>	76,4	86,5	86,7	89,4	90,3
<i>Infants per one qualified nurse</i>	6,1	6,2	6,2	6,2	6,4

Source: Statistical Year Book 2007, KSH 2008.

3.16.2. Main data of 'óvoda' education

Denomination	1990/1991	1999/2000	2004/2005	2005/2006	2006/2007	2007/2008
Óvoda – place of provision	4 718	4 643	4 579	4 526	4 524	4 386
# held	385 020	366 245	350 206	349 679	351 825	349 514
Kindergarten teachers	33 635	31 653	30 704	30 531	30 550	29 920
# of children at 'óvoda'	391 950	366 871	325 999	326 605	327 644	323 958
Of which:						
In SNE	821	1 167	1 429	1 431	1 484	1 374
# of groups of children	16 161	15 479	14 640	14 546	14 560	14 248
of which:						
in SNE	106	143	173	175	178	167
# children in groups	24,3	23,7	22,3	22,5	22,5	22,7
# children per kindergarten teacher	11,7	11,6	10,6	10,7	10,7	10,8

Source: Hungarian statistical yearbook 2007, CSO 2008.

3.16.3. State, denominational, foundation and other 'óvoda' education 2007/2008

	State		Denominational		Foundation, private and other	
	db - fő	%	db - fő	%	db - fő	%
Institutions	2 415	87,8	125	4,5	210	7,6
Place of provision	4 029	91,9	131	3,0	226	5,2
# of children	306 094	94,5	9 850	3,0	8 014	2,5
Of which: girls	147 593	94,5	4 801	3,1	3 807	2,4
# kindergarten teachers	28 085	93,9	935	3,1	900	3,0
of which women (# and %)	28 043	99,9	930	99,5	892	99,1
# of groups	13 396	94,0	413	2,9	439	3,1
# held (used capacity in %)	92,9		94,2		83	
# of children per group	22,8		23,8		18,3	
# of children per kindergarten teacher	10,9		10,5		8,9	

Source: MEC Education statistics yearbook 2007/2008

3.16.4. Data of children in 'óvoda' belonging to ethnic, minority groups

Year	German	Roman	Serb	Croatian	Slovakian	Slovene	Other incl. Romany	Total
2002/2003	13 333	425	236	1 161	2 783	74	8 312	26 324
2004/2005	14 735	445	253	1 182	2 755	98	109+ 15 637	35 116
2005/2006	14 757	536	159	1 056	2 636	86	11+16 780	36 021
2006/2007	15 028	507	251	950	2 612	88	10+17 383	36 829
2007/2008	14 828	534	165	1 662	2 583	78	10+18 406	38 266

Source: Central Statistical Office, Educational data 2002/03, 2004/2005;

MEC Information booklet on public education 2005/2006, 2007/2008.

3.16.5. Data of children in 'óvoda' of foreign nationality

Year	Croatia	Slovenia	Bosnia	Serbia	Romani a	Slovak ia	Ukrai n	Other	Total
2002/ 2003	9	3	-	65	351	8	100	1 018	1 554
2004/ 2005	7	2	-	29	396	13	69	1 092	1 608
2005/ 2006	56			33	371	16	69	1 138	1 683
2006/ 2007	5	2	-	35	373	15	62	1 092	1 584
2007/ 2008	1	2	-	35	380	25	71	1 089	1 603

Educational statistical yearbook 2007/2008.

3.16.6. Data on integration

Year	institutions with special education provision	place of provision	# of children in integrated education	# of children in integrated education from grand total	# of kindergarten teachers dealing with SEN children	# of kindergar ten groups
2002/03	102	104	4 916	3 479	568	179
2004/05	98	100	5 746	4 317	1 156	173
2005/06	94	96	5 327	3 896	1 396	175
2006/07	102	104	5 324	3 840	1 532	178
2007/08	92	95	4660	3 286	1 405	167

Source: CSO 2002/2003, 2004/2005; MEC Statistical information booklet on public education 2005/2006; Educational statistical yearbook 2007/2008

3.16.7. Children in 'óvoda' education by age

Year	3 year olds	4 year olds	5 year olds	6 year olds	7 year olds	8 year olds
2003/2004	69 448	86 403	93 818	72 757	5 020	62
2004/200	69 950	88 807	91 127	71 401	4 667	47
2005/2006	68 971	89 631	94 229	69 696	4 056	22
2006/2007	68 786	89 238	94 481	71 367	3 758	14
2007/2008	68 762	87 532	93 419	70 230	3 985	25

Source: CSO Statistical yearbook 2002/2003, 2004/2005, 2007/2008;

MEC Statistical information booklet on public education 2007/2008

3.16.7.1. Number and ratio of children by years of age, 2008

Years of age	Population	Children in kindergarten (#)	Ratio of children in kindergaretn (%)
3	95 389	68 762	72,1
4	94 644	87 537	92,5
5	96 681	93 419	96,6
6	96 843	70 230	72,5
7	98 318	3 985	4,1
8	94 091	25	0,0

Source: MEC Statistical yearbook 2007/2008; Hungarian Statistical Yearbook 2007 KSH 2008

3.16.8. Data on 'óvoda' education by regions

# of place of provision	2002/2003	2004/2005	2006/2007	2007/2008
Central-Hungary	995	996	995	954
Central-Tansdanubia	497	496	489	534
West-Tansdanubia	542	538	527	527
South-Transdanubia	571	561	553	586
North Hungary	664	663	651	686
North Great Plain	710	707	703	768
South Great Plain	626	618	606	663
Total	4 611	4 579	4 524	4 718

Source: CSO Statistical Yearbook 2003/2004, 2004/2005;

MEC Statistical Yearbook 2007/2008.

3.16.9. Use of ICT in 'óvoda'

Year	# of institution with comp	# with Internet connection	# PCs	# of PCs with Internet connect	Use of PCs by children	Use of Internet by kindergarten teachers	Qualified teachers
2002/2003	2 065	915	2 229	376	4 419	-	-
2004/2005	2 206	1 374	2 956	811	15 514	254	2 001
2005/2006	2 270	2 150	4 017	2 150	16 013	No data available	No data
2006/2007	2 508	2 088	4 396	1 901	17 198	666	3 235
2007/2008	2 201	1 927	4 880	2 454	16 338	639	3 110

MEC Statistical Information booklet on public education 2005/2006;

Educational Statistical Yearbook 2007/2008.

3.16.10. Children with foreign citizenship in Hungarian 'óvoda'

Year	Total
2007/2008	1 603

Source: MEC Statistical Yearbook 2007/2008.

3.16.11. Data of children attending 'óvoda'

2007/2008	Children in 'Óvoda'	total
	total	323 958
	girls	156 201
	SEN children in integrated kindergarten education	3 286
	Children with learning, behavioural and adaption disorders	4 187
	children of state care	1 504
	disadvantaged children	70 634

Source: MEC Information booklet on public education 2007/2008

3.16.12. Places of provision – 'Óvoda'

Year	Place of provision	Of which separate institution
2005/2006	4 526	2 298
2007/2008	4386	2 750

Source: MEC Information booklet on public education 2005/2006.

3.16.13. Number of groups in 'Óvoda' by region

Regions	2005/2006	2006/2007	2007/2008
Central-Hungary	3 984	4 014	4 028
Central-Transdanubia	1 594	1 589	1 572
West-Transdanubia	1 386	1 398	1 375
South-Transdanubia	1 425	1 414	1 350
North Hungary	1 853	1 863	1 768
North Great Plain	2 378	2 364	2 305
South Great Plain	1 946	1 918	1 850
Total	14 546	14 560	14 248

Source: Statistical yearbook on education 2007/2008

4. Single Structure Education

Teaching at primary level in Hungary is ensured by the single structure education offering eight forms (*általános iskola*). Pupils begin school at the age of six, and, provided that they progress without interruption, by the age of 14 their single structure primary schooling finishes. The first phase of primary education/teaching begins in the first form, and lasts until the end of the last. The phase of primary education/teaching splits into two parts: the first goes from form one to the end of form four, and the second from form five, lasting until the end of form eight (Act LXXIX of 1993 on Public education, section (3) of § 8) The latter has been in some overlap with the institutions of lower secondary education, namely with six and eight-form *gimnázium*. 92% of schools are maintained by local governments or the state, 5% are maintained by, a denomination while 3% are operated by a foundation, private individual, etc (2004). The academic year indicated above had an average class size of 19.8.

In the academic year of 2006/2007 the number of students attending single structure primary education was 831 262 in the 3591 *általános iskola* of the country (99,7% of them in full-time school education). The number of students decreases gradually: it is 4.5% less than in the previous year, 9% less than three years ago and 15% less than in the academic year of 1996/97. The average number of students per class and per teacher has not changed in the last six years (20 and 10 respectively).

4.1. Historical Overview

The people's school, *népiskola*, emerged in the 17-18th centuries as the institution providing primary education in the Hungarian education system. In that type of institution there were 1-3 teachers depending on the size of settlements and the number of children, teaching basic skills such as writing,

reading, counting, and basic knowledge. The law on Popular education of 1868 made the *népiskola* compulsory for all children aged 6-15, and left the funding problem to be solved by the communities. The law further required that the school should be restructured, and this is how the so-called six-form daily *népiskola* came to exist, along with another type of primary *népiskola* for consolidation, rooted in the former. The concept of the state taking its share of establishing and maintaining schools emerged already at that time, but churches continued to dominate. The *népiskola* was made free of tuition fees in 1908.

In 1940 a law ordered the transformation of the *népiskola* into an eight-form institution, and compulsory education to last for nine years. (8 forms of daily primary *népiskola*, plus one form of general practical economics).

The *népiskola* was replaced by the uniform eight-form general (primary) school (*általános iskola*) in 1945, consisting of a lower and upper section (4 forms in either). At the same time (1945-1948), the (upper) secondary school *középiskola* was changed to consist of four forms. That completed the current system of Hungarian education where the primary single structure consists of eight forms, and offers basic culture and civilisation to the 6-14 age group. According to current legislation the eight forms of the *általános iskola* are divided into four sections as follows:

- 1 introductory phase (forms 1-2)
- 2 rudimentary phase (forms 3-4)
- 3 foundation phase (forms 5-6)
- 4 developmental phase (forms 7-8)

In the introductory and rudimentary phases general education without specialized subjects takes place; on the other hand in the developmental phase (forms 7-8) there is specialized subject based education. Act LXI of 2003 provides that in 25-50% of the time frame of compulsory curricular activities in the foundation phase (forms 5-6) general education not divided into subjects takes place. This measure was introduced in the first form on 1 September 2004 and will have been applicable to all of the first five forms by 1 September 2008. It increases the time allotted to general, non-subject-based education in forms 5-6 and also includes the time allotment of non-compulsory curricular activities. This solution enables schools to give more focus to the improvement of pupils' skills as presented in the table below:

Phase	Subject-based education	Not subject-based education
Introductory	100%	0%
Rudimentary	100%	0%
Foundation	25-50%	50-75%
Developmental	0%	100%

Non-subject-based education is regulated in the legislation from human resources point of view on the one hand, stating that in this educational form all or the most of the subjects are taught by *one* qualified teacher with a primary school teacher degree (Act LXXIX of 1993 on Public education, Section 121 (34)). On the other hand, a new element appeared in the *content* regulation of the not subject-based education. The Act on Public Education (Act LXXIX of 1993 on public education) was amended in 2007 and connects this educational form with the so-called key competences that appeared in the National Core Curriculum amended in 2007: "in the not subject based education key competences are developed as defined in the National Core Curriculum" (121 § 31.) The direct antecedent to this was the recommendation of the European Parliament and the Council on key competences that are necessary for lifelong learning, adopted in 2006. The slightly amended version of this recommendation is now incorporated in the National Core Curriculum. Preparation for the

extension of the not subject-based education is supported by a Methodological recommendation issued by the Ministry of Education and Culture on the organization of the not subject based education in forms 5-6 (June, 2007). The preparation of teachers is further supported by 120-hour accredited training courses. The accomplishment of one of these is a must for a teacher with a lower secondary school (*általános iskola*) teacher degree in order that she/ he may teach students in the forms 5-6 in the not subject based education. In order to advance preparation and introduction, the framework curriculum of not subject based education was finalised in the spring of 2008.

In order to continue studies in the next form, students have to fulfil the requirements of the previous form. Since the academic year of 2005/2006 forms 1-3 have been an exception to this.

4.2. Ongoing Debates and Future Developments

Current measures and recommendations aim at contributing to and focus on the school success of disadvantaged, mainly Romany and special educational needs pupils. Development of programmes for integrated education and training, practice oriented in-service teacher training in order to support teachers in educating pupils with different backgrounds effectively in an integrated environment are also included in the framework of the measures.

It is expected that by disseminating the results of programmes implemented under the first National Development Plan the conscious development of skills and competences will acquire greater significance in the content of the teaching-learning process in the first six forms of *általános iskola*, in addition to the simple information and knowledge delivery function.

Besides the dissemination and multiplication of the already implemented projects there are several measures relating to the modernization of the education system in several operational programmes (Social Renewal Operational Programme, Social Infrastructure Operational Programme) of the New Hungary Development Plan. The key objectives of the Priority "Providing quality education and ensuring access for all" of the Social Renewal OP include the spreading of competence based teaching and learning, the improvement of the efficiency of the education system through new solutions and new partnerships, decreasing the segregation of the multiply disadvantaged (mainly Romany) children and promoting their equal opportunities in public education, supporting the education of groups with different educational needs and the integration of pupils with special educational needs, spreading intercultural education. The Social Infrastructure Operative Programme is to ensure the infrastructural background to the programme of high quality education primarily through the implementation of investment supporting foreign language and ICT education, providing equal accessibility to facilities, and establishing the ICT infrastructure ensuring competence based education.

The Education Roundtable, established in March 2007, serves to lay the strategic foundations of the long-term development of education. It aims to help reach a consensus in pivotal issues affecting the society as a whole both short and long term. It initiates the implementation and public debate of analyses that result in recommendations effectively helping the operation of the government and the legislative process. The Roundtable topics include, among others, the development of primary-school pupils, the transformation and radical reform of which, according to experts, is a prerequisite of successful future studies.

One of the 12 topics reviewed by the Education Roundtable is early childhood development (6-10 years of age). As a result of studies and debates in this topic a consensus was achieved stating that the inevitable reform of the so-called "primary level" (the introductory and rudimentary phases) will be

a slow, about one decade long process. The most important steps and elements of the process include the continuous development of basic skills (throughout topics, semesters, academic years and school grades) and the regular, diagnostic and criteria oriented evaluation of the results. Important preconditions to the effective operation of schools is the renewal of pedagogic culture, the ability to handle great differences among students (differentiation) and the ability to tailor curriculum to the person (personalization). Another crucial condition of the reform of the primary level is the dissemination of a diagnostic evaluation system that supports personal development through student feedback.

4.3. Specific Legislative Framework

The legal regulation of single structure education is based on the Constitution, and on the Act on Public education (Act LXXIX of 1993 on Public education), i.e. on high level legislation. While the first implements the basic constitutional principle under the right to learning, the latter determines the way in which, and the conditions on which a child of compulsory school age may begin studies. It also regulates the characteristics of the institution system, the rights and obligations of actors in education, the options for state and maintainer control, and also regulates the issue of funding.

The next level of regulations comprises government decrees providing among others the conditions of the National Core Curriculum, the student card, the structure and the operation of the information database of public education, and the funding of non-state maintained institutions. Ministerial decrees provide a framework to the day-to-day operation of the institutions from the point of view of both administration and content.

4.4. General Objectives

The most general objective of single structure education is to enable the exercise of the Constitutional right to education and the fulfilment of the obligation – similarly rooted in the Constitution – to attend school not losing sight of equality of opportunity. It is also a primary objective that – in the spirit of the freedom of conscience and religion – the freedom of learning (with special emphasis on the free choice of institution) and the freedom of teaching be enforced. It should also support education encouraging the love of the homeland and give effect to the right of national and ethnic minorities' right to education in their respective mother tongues.

The more specific objective of single structure education is to develop the interests and skills of pupils, and successfully prepare them for continuing their studies. No less important is teaching the fundamentals of effective integration in society.

Ensuring equity in education is a central concept of the Act of Public Education, which explicitly prohibits the negative discrimination of pupils. Negative discrimination is every discrimination,

exclusion, restriction or preference that aims for or results in disrupting or abolishing equal treatment, or harassing the pupil. In addition to providing a definition, the law stipulates that the consequences of any negative discrimination must be rectified. If a forbidden activity is detected, the related decision or measure must be considered null and void. Besides nullifying the decision, the law enforcement authorities may start proceedings and the Educational Authority may also examine the case acting as the supervising authority. Actions on behalf of the authority do not supersede civil litigation.

The Educational Authority was vested with new powers, thus it is now entitled to supervise the compliance with the regulations regarding obligatory admission, free education and the proper availability of text books and students' equipment.

Based on a regulation of 2007, aiming to strengthen equal opportunities, it is a requirement when applying for a tender for either Hungarian or international funding that the action plan of local governments and multi-purpose micro- regional associations should contain provisions serving equity (e.g. free meals, free text books, establishment of schooling districts by taking into consideration the proportion of multiply disadvantaged students etc.).

When judging the tenders, associations maintaining a public education institution whose members include a local government listed on the state register of disadvantaged settlements should be given preference. A settlement or association maintaining an institution of public education also enjoys priority if the rate of multiply disadvantaged students compared to the total number of students reaches twenty five per cent within its territory.

A guideline is issued by the Minister of Education and Culture for the classification of measures aiming at equity.

To ensure equity in education, the law declares the paramount priority of protecting the interests of the child above all else. This foundational legislative concept ensures adequate level of provision in the law, the prohibition of unnecessary load on the student, the most complete talent and competency development, humane and balanced decision making. The exact definition of a socially challenged and multiply disadvantaged child was included in the 2003 amendment of the Act of Public Education to further enhance equity in education. The law stipulates that certain services are to be provided to these students to remedy their social situation, their performance at school, such as full-day supervision, access to [kollégium](#), boarding school classes, exemption from tuition fee etc.

In order to strengthen equity, most of the students with special educational needs may use all public education services free of charge. In 2005 the habilitation and rehabilitation time frame of students with poor eye sight was increased by 10%.

It is a new possibility for severely and multiply disabled children to participate in developmental education and training from the age of 6 and in that way they also fulfil requirements to participate in compulsory education. Special rules and regulations apply to the organization of developmental school education. Students are grouped according to their disabilities, their needs and also to their state of development. The organization of this form of education is at present only an opportunity; however, from the year 2010 it will be an obligation for maintainers.

The fact that every child must be admitted by a school if living its catchment area is also meant to ensure equality of opportunities so that nobody may be denied the learning of essential knowledge. From 2007 onwards local governments maintaining institutions have to define the catchment area of each [általános iskola](#) in a way that in a settlement having several schools, the rate of the multiply disadvantaged pupils in the neighbouring catchment areas cannot differ from one another more than

25%. This aims to help integrate multiply disadvantaged pupils. The actual execution of these regulations is forced by the legislation stating that a court may oblige the maintainer of an institution to determine the catchment area in accordance with the rules on the percentages stipulated by the legislation. In case a decision is annulled because of infringement of equal opportunities, the court may prohibit the admittance of new students to a given primary school for a determined period of time or till the fulfilment of conditions, provided that their admittance to another school of the settlement can be arranged.

Another new provision is that multiply disadvantaged pupils are to be preferred when distributing the available places of an *általános iskola*.

A so called "selection by a draw" was also introduced. It means that in case there are available places in a school but not enough for all applicants, than the final decision on their admittance is not made by the principal but must be settled by a draw. According to legislation three groups of children are exempt from a draw: multiply disadvantaged, students with special educational needs and students with special backgrounds can be admitted without a draw. The draw has to be public and the applicants have to be invited. The rules are set up by the maintainer.

The school has statutory responsibility in rectifying early learning and integration problems, in helping disadvantaged children catch up, and in protecting children and youth. The school must identify possible threats to the progress of pupils, and must endeavour to eliminate or counterbalance such harmful effects by pedagogical means. If necessary, the school must instigate action by the competent authority in the interest of the pupil. All these are supported by the provision according to which the number of extra-curricular lessons of teachers can be increased by two lessons per week for remedial teaching and talent management. The decision is made by the principal.

The regulations introduced in 2004 serve to change the traditional system and assure equal opportunities to pupils in progressing in their studies. As a general rule pupils cannot be failed to repeat the year in the first three years of their education even if they failed to meet the requirements prescribed. Repetition of the year can be ordered only according to legislation in case a pupil missed more lessons than is possible or if the parent particularly asks for it.

Improving equity is also assured by another new section of the regulation according to which in the first three years pupils are assessed and evaluated in writing (narrative evaluation) instead of the traditional marks (1 – 5). Facts lying behind bad performance of pupils are hoped to be revealed by this evaluation method, and steps in order to improve skills and competences of pupils can be made at an early stage. The parents of pupils achieving the lowest results must also be involved in the assessment and evaluation.

In order to improve equal opportunities pupils of disadvantaged backgrounds at *általános iskola* are entitled to participating in a preparation course with the purpose of integration and skills development. Education is provided by the frequent evaluation of these pupils. The aim besides personal development is to mitigate learning failures and social disadvantages. The details of this form of educational provision are laid down in a Government decree no. 11/1994 of MKM on the operation of public education institutions.

As regards skills development, schools must handle the issue of searching for, and managing talents, while making up for deficiencies in the case of poorer performers (individual tutoring, preparatory year, etc.)

Preparing pupils for adult life, and later for employment, and encouraging them to continue their studies are goals specified in the schools' pedagogical programme.

The services of the publicly maintained single structure *általános iskola* are free of charge. Financial support of the pupils during their studies is possible in a variety of ways. Apart from public support the most frequent type of support is the scholarship granted on a performance or social basis usually granted by the school's maintainer or sometimes by foundations.

4.5. Geographical Accessibility

Általános iskola vary greatly in terms of the number of pupils, but few have more than 500 pupils. Over 20% of the 3614 institutions (2005/2006) teach less than a hundred pupils, and only 20 institutions (0.55%) have more than a thousand pupils. That means that a significant part of schools are small or medium sized, a fact that relates to the low level of territorial concentration, and that most local governments try to handle primary schooling (single structure) locally, even in small communities. As a result of the above, the accessibility indicators of schools are generally good, even though achieving those indicators requires much funding and is less cost-efficient. It is characteristic that in 2005 3.3% of *általános iskola* worked with a pupil number of less than 20.

Cost-efficiency issues in public education along with the current tendencies of decreasing population (fewer children in public education) force the maintainers of public education institutions to enter into regional cooperation, establish associations of schools as well as merge and integrate institutions. In many cases it results in better indicators of cost effectiveness, however the geographical accessibility of schools worsen.

At the same time the Act on Public Education (Act LXXIX of 1993 on public education) specifies that the maintainer has to transform *általános iskola* operating with less than eight forms into a member institute of another institute or the primary schooling tasks have to be provided without maintaining an institution. Although the deadline is the year 2008, it had to be started in the academic year of 2006/2007. Institutions may get an exemption if they request such in January 2007 from the Educational Authority. When making these decisions the consequences and children's interests have to be considered e.g. ensuring that the services defined in the Act on Public Education remain of sufficient quality after a reorganisation and that their usage does not impose unnecessary load on students (e.g. from the point of view of geographical accessibility of the school).

4.6. Admission Requirements and Choice of School

Every child in the Republic of Hungary is obliged to attend school. Provided that the child reaches the level of development required for beginning school, they will be obliged to attend school earliest in the calendar year in which they reach six years of age. Children must begin school latest in the year in which they reach eight years of age. Compulsory schooling lasts until the end of the academic year in which the pupil completes eighteen years of age. The same obligation for a pupil of special educational needs may be extended for no more than until the end of the academic year in which the pupil completes twenty years of age.

Stating the beginning of obligatory school attendance is at the discretion of school principals, who decide on the basis of the opinion received from kindergartens (*óvoda*). In the event that a child did not attend kindergarten (*óvoda*) or a kindergarten (*óvoda*) initiates it, principals must seek the opinion of an education consultant. In case of children with special educational needs the principal is to decide on the start of schooling on the basis of a special local or national rehabilitation committee examining children's learning abilities. Admission to *általános iskola* is organised on the basis of place of residence of pupils. Local governments maintaining institutions of public education determine and publish the operating (admission) catchment area of schools. The *általános iskola* must not refuse admitting or taking over children residing in that area. No *általános iskola* may stage an entrance examination. The principle of the free choice of school is ensured by enabling parents to request admission to a school outside their district, however, the principal of that school may refuse admission.

At the same time, the decision-making powers of principals were further regulated by the legislator. Act LXXIX of 1993 on public education was amended as part of the amendment of Act XXXI of 2008 on acts serving the advancement of the principle of equal opportunities in public education in June, 2008. According to the amendment, primary schools that are capable of granting further applications for admission or transition after the fulfillment of their admission obligation, are obliged to give preference to the applications of multiply disadvantaged students. The information of further possibilities for admission is to be published in the locally traditional way at least fifteen days before the first day of the period available for submitting applications of admission and transition. From the multiply disadvantaged students the ones whose permanent address or dwelling in lack of the former is in the settlement where the school is headquartered have to be given preference. After the admission of the multiply disadvantaged students, students whose permanent address or dwelling in lack of the former is in the settlement where the school is headquartered are to be given preference upon judging the applications. If a primary school – following the above procedure – cannot accept all the applications due to lack of capacity, it decides from the affected groups by means of a draw. The applicants for admission, transition are to be invited to the draw. After the successful admission, transition of the multiply disadvantaged students, students with special educational needs or students whose specific circumstances justify may be admitted without a draw. (Specific circumstances are determined by local governments in a decree.)

The same amendment of legislation applies to the new system of criteria regarding how to designate schooling districts (catchment areas) and the description of related admission practice, which will be compulsory from the academic year of 2008/2009.

4.7. Financial Support for Pupils' Families

The services of single structure schools (*általános iskola*) providing compulsory education are free of charge.

Fee paying obligation may occur, irrespective of maintainer, in case of primary art education as the purpose of this type of educational institution is not compulsory education. The form of this obligation may be a tuition fee or other forms of fee. Among fee paying services in primary art education there are the attendance of a certain number and type of lessons, the yearly examination, one performance, repetition of a year, and the use of the facilities of the educational institution. Since 2005 the legislation has prescribed the minimum amount of tuition fee, and the collection of it is the prerequisite of claiming state support.

Services for which tuition fee may be charged are specified in the law.

Education services for most of the students with special educational needs and for the multiply disadvantaged students are free of charge in all respect.

The Act on supporting families (Act LXXXIV of 1998 on the Supporting of families) regulates the public system of supporting families. The state provides a monthly subsidy to help families with children's education and schooling costs. That subsidy is based on general eligibility to parents raising a child until the end of the obligation of school attendance, or until the child completes their upper secondary school studies (*középiskola*), but not later than the age of 23. In 2006 the amount received as family allowance was increased but at the same time the provision that parents received double family allowance in the month of July to facilitate entry into school, was abolished.

The other form of provision is the child raising benefit paid on general eligibility to parents raising three or more underaged children. The support is payable from the date when the youngest child reaches three years of age until he/she reaches eight years of age.

In addition to funding by the state, the local government may also find families with children eligible for the provision of financial allowances and support (regular child protection support) based on social needs since 2006. Parents may apply for this allowance, and must prove that their social circumstances justify the support. In the possession of the justification the child receives meals at school free or a discounted price and two times a year the family receives a small amount of financial support, and the child may take advantage of other allowances specified by the law.

On request of parents the local authority may provide special child protection benefit on occasions when there are extra expenses related to schooling.

A specified group of socially disadvantaged pupils are entitled to free textbooks under the Act on the Schoolbook market (Act XXXV of 2000 on the Schoolbook market rules). That support may be claimed by pupils who are permanently sick or have special educational needs, living in a family of three or more children, or grade 1-8 pupils who receive regular child protection allowance. In the past all children raised by a single parent were entitled, but from 2007 onward only those are entitled to free books who are also recipients of regular child protection allowance. This support is provided to students in full-time school education only. Eligibility is proved by documenting the family allowance, presenting the relevant statements by the parents, presenting the expert's opinion on special educational needs or presenting the local government decision on regular child protection allowance. It is possible for the school to provide further support in its own jurisdiction.

Child feeding may also be subsidised on the basis of social considerations. Those eligible to free schoolbooks are also eligible to this as well as pupils on regular child protection allowance and pupils staying in halls of residence. It is important to note that reduced rates are only offered to pupils in full time education. The rate of support is between 50-100%. Eligibility is based on the family allowance, and a certificate concerning the child care allowances and support received from the local government. The school – within a budget set by the maintainer – or the local government may provide further support based on social background for individual pupils.

The state grants a student card to pupils, which entitles them to reduced fares when using transportation, some other discounts at certain shops and cultural events; and they may prove their eligibility to certain allowances and benefits. The card is issued by the schools.

A pupil of compulsory school age, whose school of compulsory admission is in a community other than where he/she resides is entitled to free travel to school. Such free travel is ensured by the local government of the pupil's place of residence. Eligibility is certified by the notary.

The state provides an option for employers to provide a tax-free school start grant of 20,000 HUF, which may be used to purchase textbooks, educational tools and clothing.

Pupils must be reimbursed for any item received by the institution which was produced by the pupils or was produced in connection with the pupils' activities at school.

Pupils' performance at school may entitle them to grants. These may be provided by their school, the local government maintaining the school, private individuals and foundations. Provision of grants is based on the teachers' or the teaching staff's recommendation.

4.8. Age Levels and Grouping of Pupils

Primary education/teaching in the Hungarian education system is ensured by the single structure arrangement. It begins in the first form of the *általános iskola*, and lasts until the end of the eighth form. This phase divides the eight forms of the *általános iskola* into four sections as follows:

- 1 introductory phase (forms 1-2)
- 2 rudimentary phase (forms 3-4)
- 3 foundation phase (forms 5-6)
- 4 developmental phase (forms 7-8)

This new phasing was introduced in 2004 and is already in practice in grades 1-4 and will be implemented upwards from this time. This means that in grades 5-8, based on previous rules, primary education is still of one section in arrangement. The objective in both the earlier two-phase and in the four-phase education process is to teach the essentials of general culture, to provide a basis for later studies, and to facilitate the choice of career. The content and requirements of education in each grade are built on those of the previous grades; while the uniformity of content and the possibility of moving from one school to another are ensured by the National Core Curriculum.

The individual grades are divided into classes and classes may be further subdivided into groups. Division into classes and groups is decided by the principal.

The first two grades in any subject are typically taught by the same teacher, and another continues for the two following grades. It is not impossible for the same teacher to do all of the first four grades, which is customary mainly in small rural schools. The introductory and rudimentary phases are aimed at developing basic skills, abilities and competences. While until now from grade 5 onward education used to be divided into subjects taught by specialist teachers, according to the reforms introduced in

2004 in grades 5 and 6, (the foundation phase) in a predetermined percentage of the time frame of compulsory lessons besides focusing on the specialised subjects the development of skills, abilities and competences can be prolonged. This must be regulated in the pedagogical program of the school. The reform aims to assure that pupils possess the appropriate competences and understanding to assimilate the knowledge gained at later stages more effectively. In the academic year of 2007/2008 primary schools must prepare for the obligatory introduction of not subject based education in grades 5-6, as from the following year onward the organisation of education according to it is a must.

In subject based education (education divided into subjects) individual subjects, cultural domains and subject modules are taught by different teachers with specific qualifications required by that subject, while in not subject based education (education not divided into subjects) the key competences of the National Core Curriculum are developed with the help of one teacher who is qualified to teach young pupils at ISCED level 1. New regulations however, allow for subject teachers to participate in not subject based education after accomplishing a special course.

Every class has a teacher (*osztályfőnök*) responsible for educational and organisational issues related to community and school life as well as paperwork. Specialised teachers typically stay with the class until the subject is on the curriculum or until the end of the eighth form.

The Act on Public education (Act LXXIX of 1993 on Public education) specifies maximum and recommended class sizes and group sizes. The maximum number is more important as it can only be exceeded under specified statutory conditions. Class sizes over the maximum may be authorized – in cases regulated by legislation – by the maintainer or the Educational Authority. Offending institutions may be fined.

It is at the schools' discretion to decide what percentage of compulsory and non-compulsory subjects they deliver for the classes split into groups, and what those subjects should be. In practice a class usually splits up for certain subjects e.g. foreign languages, physical education, or subjects related to skills development, talent management, consultation, etc.

4.9. Organisation of School Time

The schedule of the academic year is determined by the Minister of Education and Culture, and that is binding for every school regardless of the identity of its maintainer. Bearing that schedule in mind, schools will design their local schedule, and include it in the school's working plan. That is at the discretion of school management to decide, but the teaching staff, the parents' association, and the pupils' self government have the right to express their opinion about it. The local schedule must contain the date of the working days on which no education is provided (the number of these is regulated by a ministerial decree), the length of holidays, the time when national and school festivals are celebrated; the time of the pupils' general meeting; and the time of the meetings of the teaching staff, as well as the time/days for the check up of physical conditions of pupils. Schools and halls of residences (*kollégium*) mutually inform each other of the accepted local schedule.

The maximum number of compulsory lessons per day is stipulated in the Act on Public education. It provides that in grades 1-3 four, in grades 4-6 four or five, in grades 7-8 five compulsory classes may

be given per day. Schools may also schedule non-compulsory (elective) classes in the light of the pupils' interest and needs as remedial teaching, competency development, supplementary consultation, teaching of special knowledge. The maximum number of these is set by the law for each grade as a percentage of compulsory lessons.

Ministerial decree regulates the main characteristics of the timetable of students. The daily timetable must be based on the statutory average of 45-minute lessons for theory classes, however the school may organize longer (maximum 60-minute) or shorter lessons. In primary art education institutions ([alapfokú művészetoktatási intézmény](#)) and vocational art education lessons maybe longer, up to 90-minutes per lesson. However, when calculating the load on pupils, 45-minute lesson equivalents must be used. Theoretical education maybe organized between 8am and 7pm with the exception of primary art education institutions ([alapfokú művészetoktatási intézmény](#)) where lessons may end at 8pm. The first lesson may be organized 45 minutes before 8am if the local parents' organization and the students' self-government approves.

4.9.1. Organisation of the School Year

The Minister of Education and Culture sets the schedule of the academic year in a ministerial decree each year. Schools must organise their work to fit in the given timeframe, which is the time available to teach what is required of one grade. The decree determines the first and the last day of the academic year. The general rule is that the teaching year starts on the first working day of September and finishes on the 15th of June, or the last workday preceding 15 June. The same decree states the actual number of days taught (e.g. 181 days in the 2007/2008 academic year), and determines that the teaching staff may use 5 days without teaching for pedagogical purposes, of which the agenda of one day may be specified by the pupils' organisation at the school. The decree also sets the dates of the autumn, the winter, and the spring holiday. The school may depart from these under specified circumstances, but may not alter the dates of the initial and the final date of the academic year.

The school year consists of school weeks of five days. Saturdays and Sundays are resting days without teaching. Pupils must be given resting days also on holidays. A summer holiday of at least thirty consecutive days must be given following the last day of the academic year.

At the request of the school board, and the pupils' self government, school weeks may be made to consist of six days, Saturday being the sixth if the maintainer approves of the change. The principal may order school weeks to last for six days with the agreement of the maintainer if an extraordinary school holiday would prevent the full delivery of the required teaching content.

Pupils must be given at least three periods of teaching holiday a year, of which two must last for at least six and one for at least four consecutive days.

4.9.2. Weekly and Daily Timetable

Teaching takes place typically for five days a week, in the morning, and in many schools that means between 8 and 14 hours. An exception is the so-called "all-day education" concept where teaching

continues in the afternoon (after lunch) to finish at about 4 p.m. The pupils' weekly teaching load is composed of compulsory and non-compulsory (elective) classes. The former must not exceed four lessons a day in grades 1-3, must be between four and five lessons in grades 4-6 (4.5 on a weekly average), and five lessons per day in grades 7-8. The primary purpose of non-compulsory sessions provided is to meet pupils' needs and interests and help them catch up, develop, manage their talents, and offer consultation time. The weekly time frame of these may be no more than 10% of the compulsory lesson time in grades 1-4, 25% in grades 5-6, and 30% in grades 7-8. The weekly time frame may be 10% more in the education of national, and ethnic minorities, and 15-50% more in educational institutions (for habilitation and rehabilitation) teaching pupils with special educational needs. The principal may, if necessary, and if so agreed by the maintainer, set a time frame larger than that. The school may arrange further sessions (study circles, self-study groups, sports groups, school choir, etc.) in addition to the regular set of lessons to meet the needs or the interests of its pupils, or if its pedagogical programme so justifies. Day-time supervision of pupils after lessons and afternoon study hours may be a special service of the school, which is a structured opportunity for learning outside the classroom if parents so require. That is available for four and a half hours a day in grades 1-4, and three hours a day in grades 5-8, and in any further grades of special education.

Lessons last 45 minutes on average, and there are recreational breaks of 10 or 15 minutes in between. Classes usually begin at 8 a' clock, and finish at 2 p.m., and afternoon (non-compulsory) sessions usually begin at 3 p.m. For pupils staying on, there is a lunch break between the two periods. The length of the breaks, the schedule of lessons and extracurricular sessions are set by the school, and are laid down in its internal regulations (e.g. the house rules), thus the rationale of certain schools may diverge from the general pattern described above. School – with the consent of the parent association and the student union - may e.g. introduce so-called *lesson 0*, which may start at 7.15 in the morning the earliest or may hold lessons even after 14 hours.

The 5-days-a-week system

LENGTH OF SCHOOL DAY, EACH DAY OF THE WEEK					
	Out-of-hours provision (before lessons)	Lessons (starting and finishing times in the morning)	lunch break	Lessons (starting and finishing times in the afternoon)	Out-of-hours provision (after lessons)
Monday-Friday	optional lesson 0	8-14	14-15	optional 14-14.45	from 15 hours on

In the first four forms of [általános iskola](#) the possibility of general physical activity has to be assured. This everyday general physical activity is ensured by lessons of physical education held at least 3 times a week and further playful activities. Every day on which there is no PE lesson of children at least one 30 minute period of playful moving activity serving the healthy development of children has to be organized.

The 2007 amendment of the National Core Curriculum stipulates that the development of key competences is the primary objective of teaching/educating. Schools operating with traditional subject structure, traditional course of work and procedures of learning-organization lacking learning activity are not ideal for this major change in attitudes. Thus the introduction of epochal solutions (project weeks, modules, courses etc.) suitable for more differentiating, more effective learning-organization is suggested when dividing the curricular time. A methodological tool for this (with the option of adapting it to the local environment) is the Framework Curriculum finalised in 2007 for uniform, all-day

education, fragmented (epochal) education.

4.10. Curriculum, Subjects, Number of Hours

The content of teaching and learning at school is determined by a three-tiered curricular regulation as prescribed by applicable legislation from the year 2000.

The central and highest level regulatory document in the regulation is the National Core Curriculum concerning the content of curricula. Its main function is to lay down the principles and conceptual basis of public education and, at the same time, ensure the autonomy of schools in selecting educational content. The NCC lays down the national objectives of public education, identifies the main areas of knowledge to be transmitted, provides guidelines on how to spread this content over the various phases of public education, and defines the key development tasks (i.e. the cross-curricular fields) in the various phases (1-4, 5-6, 7-8, 9-12). By giving a summary of the fundamental knowledge and skills to be acquired at school, the NCC ensures the consistency and coherence of public education.

The second level of regulation serves as a content and methodological aid. At present in the middle level there are the accredited Framework Curricula ([kerettanterv](#)), developed in the spirit of the NCC, to provide more detailed guidelines. Together with the NCC, these Framework Curricula serve as a point of orientation for the authors and editors of textbooks, the developers of resource materials, examination requirements and national assessment and evaluation tools, and first and foremost for the teaching staff of schools who are responsible for developing or compiling local curricula. Another element at the content level regulation is the collection of educational programme packages that also provide methodological tools and instruments as they contain supporting documents, and professional aids (Vágó-Vass, 2006). These programme packages were developed from financial support provided by the EU, their testing was carried out during the period of 2005-2007.

At the third level, educational content is regulated by the Local (school level) Curricula of schools which are part of the pedagogical programme of schools. The basic requirement for Local Curricula (and the criterion for the authorisation thereof) is compliance with the NCC requirements. There are three options for teaching staff in preparing a school's Local Curriculum: (a) the school may adopt a completed and accredited Framework curriculum; (b) the school may compile its Local Curriculum using the available curricula, educational programmes and programme packages; (c) the school may develop - or may already have - its own Local Curriculum. If a school adopts a Framework Curriculum or develops its own curriculum, it must take into account the requirements of state examinations. The local curriculum are accepted by teaching staff, and – following opinions given by experts – approved by the school maintainers.

Although at the end of [általános iskola](#) there is no final examination, certain elements of the outcome based regulation are present at this educational level as well. At the end of each predetermined pedagogical period, grades 4, 6 and 8 national competence measurement tests are carried out. Requirements that are reflected in the competence measurement tests and the reference framework behind it have great influence on the curricula and the teaching practice; therefore they operate as content regulatory instruments.

4.10.1. The National Core Curriculum

The uniformity of content of education/teaching and the possibility of moving to another school are ensured by the National Core Curriculum (NCC) in single structure primary, and upper secondary education (i.e. the phase of public education which is meant to provide the fundamentals of general culture and learning). The National Core Curriculum also contains the principles about educating pupils of national and ethnic minorities, pupils with special educational needs and the educational tasks of institutions in connection with health, environmental and consumer protection education. The NCC may include provisions in connection with organizing education, especially about limiting the weekly and daily workload of pupils.

Contents included in the NCC are implemented with the help of the accredited Framework Curricula ([kerettanterv](#)).

The National Core Curriculum was created by the most renowned researchers of pedagogy, and experts of curriculum design, and the drafts they had prepared were submitted to the wide professional public for discussion, thus it took more than half a decade for the last version to crystallise. The National Core Curriculum was issued by the government in 1995, and implementation was supported by a host of teacher further training courses, and an electronic curriculum bank containing the model curricula. That core curriculum was introduced from the 1998/99 academic year onward in an upward system from the 1st and 6th grades on. In 2003 the revision of the NCC was carried out and the new (2nd) National Core Curriculum 2003 was issued (Government Decree 23/2003 on the issuing and implementation of the National Core Curriculum). The new central content regulatory document is implemented from the academic year 2004/2005 in the 1st grade and will be used onwards in an upward system.

The National Core Curriculum accepted in 2003 consists of three main parts: the introductory part contains those general values of development and principles which are inevitably in the need of those living in democratic society. It is followed by the most emphasized cross curricular fields containing those interdisciplinary areas and competences that should be developed in each of the cultural domains. The third part comprises the areas of development of the cultural domains. The contents to be learnt and key competences to be developed are described in this part. Due to its genre and its regulatory role in public education, the document defines the development tasks on an outcome basis at the end of each pedagogical period (grades 4, 6, 8, and 12). Taking into consideration international trends and international and domestic expertise the focus of the document moved to skills development and centres around active learning. As a result of this the NCC of Hungary became competence based that is in line with the programmes of OECD and the reference framework of the EU.

The National Core Curriculum specifies the principles, aims and development tasks of education of different cultural domains. The NCC 2003 being a core curriculum does not contain specific syllabuses, elements of cultural canons or detailed requirements. According to its new task it does not regulate school practices, instead it serves as a point of orientation for authors and editors of Framework Curricula ([kerettanterv](#)) and Local Curricula, as well as for programme developers.

The National Core Curriculum does not prescribe obligatory specialized subjects except for cases where the specific cultural domain covers one specialized subject matter, for instance in the case of Mathematics or Hungarian Language and Literature.

The National Core Curriculum does not provide specific lesson numbers for the time to be spent on the 10 areas of learning/education. Instead, it provides approximate percentages giving the lower and upper limits, thereby adding to the flexibility of framework curricula ([kerettanterv](#)) and schools in designing their own curricula (table 4.1.).

Table 4.1.: Lesson ratios (%) of Areas of Learning in the National Core Curriculum in various phases of primary education

Area of Learning	years 1-4	years 5-6	years 7-8
Hungarian Language & Literature	32-40	17-24	10-15
Modern foreign language	2-6	12-20	12-20
Mathematics	17-23	15-20	10-15
Man and Society	4-8	4-8	10-15
Man and Nature	4-8	7-11	15-20
Our earth and our environment	-	4-8	4-8
Arts	10-18	12-16	8-15
Information technology	2-5	4-8	6-10
Everyday life and practical knowledge/skills	4-8	4-9	5-10
Physical exercise and sport	15-20	11-15	10-15

Source: appendix to government decree 243/2003. (XII.17.)

Important new elements of the NCC 2003 are the lesson ratios provided already in the introductory and rudimentary phases for the cultural domains 'Modern Languages' and 'Information Technology'. These were obligatory to introduce only from the foundation phase (grade 5) earlier.

In the academic year of 2006/2007 the National Core Curriculum was revised again. There were minor changes made to the document, the most essential of which was emphasizing the development of key competences. In order to emphasize the priority of competence based teaching, the adaptation of the framework of the European Union providing the eight key competences (Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning (2006/962/EC) was included in the "Common values in teaching-educating" section of the core curriculum. The NCC-2007 (abbreviation for National Core Curriculum 2007), issued by the government, and published as the annex of the 202/2007 VII.31. Governmental decree, will be studied by the schools by the end of 2007.

4.10.2. The framework curricula ("kerettanterv")

The 2003 amendment of the Act on Public Education completely changed the role of framework curricula ([kerettanterv](#)) in the legislative control of education. The framework curricula ([kerettanterv](#)) are no longer part of the central legislative control structure, their use is not compulsory for the schools. From 2004/5 the institutions may select from a set of framework curricula ([kerettanterv](#)), based on the National Core Curriculum 2003, instead of using the former single framework curriculum ([kerettanterv](#)) provided by the Ministry of Education for each school type. The new framework curricula ([kerettanterv](#)) are merely providing professional assistance to use the new National Core Curriculum 2003. The Framework Curricula ([kerettanterv](#)) contain recommendations for the aims of education, the system of subject matters, the topics and requirements of specific subjects and its requirements by

grades, the available time frame, and implementation of health and environmental education and knowledge that should be acquired in connection with customer protection.

The framework curricula are accredited in order to examine if a particular framework curriculum meets the requirements stated in the Act on Public Education and described in the National Core Curriculum 2003. Furthermore it also has to be investigated if the framework curriculum appropriately suits the targeted age group, and provides a coherent development of skills and competences in at least one phase (grades 1-4, 5-8; 1-6) or for the whole period of single structure education (grades 1-8) or if it appropriately suits the institutions for the full length of public education for the teaching of any cultural domains or subjects.

Curricular elements of educational programmes and programme packages and certain framework curricula necessary for the quality execution of certain pedagogical tasks (for example non subject based education or full-day education) may be submitted for accreditation (2/2008, (II.8.) decree of the Minister of Education and Culutre on the modification of the 17/2004 (V.20.) decree of the Minister of Education on the submission and approval of framework curricula).

It is a significant point of view that the recommended numbers of specific lessons in the framework curriculum may not exceed the ratios prescribed for the different cultural domains in the NCC 2003 (Table 4.1.).

New framework curricula ([kerettanterv](#)) created by groups of professionals may be submitted to accreditation by institutions or maintainers. Until 2006 more than ten framework curricula prepared for [általános iskola](#) were accredited, among which there are framework curricula for students with special educational needs as well as framework curricula fitted to the special needs of talented young sports people.

Recommendations of the most widely used framework curriculum for grades 1-4 and grades 5-8 are shown in Tables 4.2. and 4.3.

Table 4.2.: The annual lesson numbers of the framework curriculum ("kerettanterv") in years 1-8 of primary education

subjects/years	1	2	3	4	5	6	7	8
Hungarian language and literature	296	296	296	258	148	148	148	148
History, citizenship education					74	74	74	74
Foreign language				111	111	111	111	111
Mathematics	148	148	148	111	148	111	111	111
Information technology/library knowledge							37	37
Our environment	37	37	74	74				
Nature					74	74		
Physics							74	55
Biology							55	55
Chemistry							55	56
Geography							56	55
Singing and music	37	37	74	55	37	37	37	37
Drawing	46	55	74	55	55	55	37	37
Technology and our everyday lives	37	37	37	37	37	37	37	37
Physical education and sport	92	92	92	92	93	92	74	74

Form master's class					37	37	37	37
Dance and drama					18	18		
Our homeland and our people					18	18		
Information technology/library knowledge						18		
Anthropology, sociology, and ethics							37	
motion picture, and the media								37
health science						18		18
Lessons for centrally prescribed subjects	703	703	795	795	851	851	980	980
Lessons available for the school's purposes	37	37	37	37	74	74	37	37
Compulsory lesson number	740	740	832	832	925	925	1017	1017

Source: Minister of Education decree 28/2000. (IX. 21.) on the Publication of framework curricula

([kerettanternv](#))

As a result of a major content development started in 2005 and co- financed by the European Union, educational programmes in the following fields of competences (along with their framework curricular elements) were accredited in the academic year of 2007/2008, aiming to support the learning-teaching processes in grades 1-8 of primary education:

- Communication in the mother tongue
- Mathematical competence
- Competence in Foreign languages (English, German, French and Hungarian, as a Foreign Language)
- Competence in Career guidance
- Social, Life-management and environmental competence

4.10.3. Local curricula

Work in educational institutions follows the pedagogical programme, a document to be made publicly available. Part of the pedagogical programme is the *educational programme*, containing the tasks related to personality and community development, and the *local curriculum* constituting the school level of content regulation. The latter determines the subjects taught in each grade of a given school along with their teaching material, requirements, and lesson numbers, and the selection principles of the textbooks, and other teaching aids. Also the local curriculum sets the progression criteria to the next year at school, and the forms of evaluation and measurement of pupils.

In the academic year 2005/2006 schools determine the content of education, the subjects taught and the number of lessons allocated to them by taking into account the provisions of both the National Core Curriculum 2003, imposing little constraint, and the more detailed guidance of a framework curriculum in case they base their local curriculum on a framework curriculum ([kerettanternv](#)). When preparing their local curricula, schools are allowed to use the educational programme packages issued by the Minister responsible for education.

In about 10% of the schools, local curricula may be considered entirely the independent intellectual product of the teaching staff, while the majority of public education institutions adopted an accredited framework curriculum, used a ready-made curriculum from the curriculum databank, or another school

and tailored them to their own needs (staffing and equipment/infrastructure conditions, pupils' requirements).

Schools revised their local curricula to some extent in the academic year 2003/04, as the amendment of the Act on Public Education reduced the number of compulsory lessons (in grades 3, 5, 6, 7, 8) in order to reduce the teaching load for the traditionally overtaxed students. Schools had to decide how they will implement the average 2.5 lessons/week reduction in terms of subjects.

Changes in the content of education generated by the NCC 2003 appear only in the local curricula of the *általános iskola* and from 30 June 2007 also in the local curricula of the 8-form *gimnázium*, due to the phasing in type implementation from the 2004/2005 academic year onward starting with forms 1. The classroom implementation is now only realized in grades 1-3. However, the central educational administration also uses other means, besides content regulation, to encourage *általános iskola* to prepare children to develop the basic competencies and skills that are inevitable for acquiring necessary knowledge and culture in an individualized, slower, but more competent way. Two of the most important instruments of this are verbal evaluation and prohibiting failing for repetition of the year in the introductory and rudimentary phase (grades 1-4) of primary education.

4.10.4. Foreign language education

In accordance with the National Core Curriculum 2003, foreign language education begins in grade 4, but in case certain conditions are fulfilled the option is available from grade 1 and it may be done to the debit of the optional lessons. Schools offer foreign languages on requests from parents at an increasingly earlier age and increasingly higher lesson numbers. Statistics indicate that 25-30% of pupils in grades 1-2 and over 50% in grade 3 learn a foreign language already. The National Core Curriculum specifies no compulsory foreign language, so schools may decide their offer freely in response to demand and their available foreign language teachers. In single structure (primary) education pupils usually learn one modern language and only in 2-3% of the schools' local curriculum can be found 2 modern foreign languages from lower secondary grades.

A few years ago parents/children chose English and German in about equal proportions at *általános iskola*, and only 2-3% of pupils was learning some other, mostly European, language, however, language preferences profoundly changed. At the turn of the millennium 2% more students learned German than English, while in 2007/8 English was taught to 10 % more students than German. (Source: Statistical Yearbook 2007). This profound change in language preferences in the youngest age group forecasts an overall change in the foreign languages spoken by the entire population, where German used to be more dominant (and is still more widely spoken in the middle aged and older age group) due to historical reasons. (vágó, 2007).

The weekly minimum of 2.5 foreign language lessons prescribed by the National Core Curriculum can be found in fewer and fewer local curricula of schools. More and more pupils learn foreign languages in 3-4 lessons per week, while an increasing ratio of pupils (15%) now have the possibility of learning the chosen foreign language already at *általános iskola* in increased lesson numbers (5-6 lessons a week). The Act on public education allows for teaching in groups, the size of which cannot exceed half of the maximum number of students in a class, established for the given type of institute and pedagogical cycle. Schools take advantage of this opportunity mostly in case of language teaching. In

the first 4 grades of primary school a language teacher can teach a maximum of 13, while in grades 5-8 a maximum of 15 students in more than 80 per cent of language classes.

Schools of so-called two teaching languages – bilingual schools – constitute special supply in the market where the majority but certainly some of the subjects (at least 3) are taught in a foreign language (in nearly 80 schools English, French, German, and in a few schools Chinese and Bulgarian) or one of the minority languages (Croatian, German, Roman, Serbian, Slovak) rather than Hungarian.

4.10.5. Information and communication technology (ICT)

The National Core Curriculum 2003 recommends the start of teaching IT as a subject in 2-5% of the time frame in lower grades and 6-10% of the time frame in upper grades of single structure education. The most widely used framework curriculum ([kerettanterv](#)) recommends the introduction of IT studies from grade 3. This is a significant change compared to earlier years when the central and obligatorily used framework curriculum prescribed the teaching of IT only from grade 6. That late beginning was a difficulty as Hungary belongs to the few OECD countries where pupils are less likely to have a computer at home than in their schools, 20 per cent of them never, or scarcely uses a computer at home (*Education at a Glance, 2006*). Although numbers show a better situation year by year, still hardly one third of the students (62%) aged 6-14 have a computer at home, and only a bit more than one fourth (27,1%) have Internet access. (Education in Hungary 2006)

In practice, city schools began teaching ICT already in grades 1-3 to the debit of their free lesson time – if so asked by parents – while in part of the rural schools struggling with staffing and/or hardware problems, IT education as a subject began only in grade 6 when statutorily it was required. By that time those disadvantaged children who did not have a computer at home, built up an insuperable backlog with regard to the others. ICT grants and further training for teachers designed for schools in a disadvantageous situation seem to provide a solution. Due to these grants enabling educational institutions to improve their facilities and infrastructure the number of students per computer decreased to 6.4 in 2007/2008. (Statistical Yearbook 2007)

4.10.6. Optional subjects

[Általános iskola](#) organise optional lessons in accordance with the pupils' interests and needs aimed at helping them catch up, develop and manage their talents, give them time for consultation, or give them special or supplementary knowledge. The time frame of not compulsory lessons available amounts to 10% of the compulsory lesson time in grades 1-4, and 25% in grades 5-6, and 30% in grades 7-8. Pupils may participate in optional lessons and extra-curricular activities if they wish so and the parent submits a written request to the same end.

Schools may teach compulsory subjects in a larger number of lessons than recommended or may introduce completely new subjects using up the time frame of non compulsory, optional lessons. However, the maximum weekly number of lessons described in the Government Decree (243/2003 (XII.17.)) maximizing pupils' workload cannot be exceeded.

Schools offer various extracurricular sessions such as different study circles, self study groups, school choir, sports sessions etc in the afternoon in addition to compulsory and optional lessons in response to pupils' interest and demand. In this respect differences are quite big between schools. Some (általános iskola) offer 10-15 different types of extra-curricular activities while others can only assure 3-4.

általános iskola maintained by a local government, otherwise of neutral ideology, offer religion lessons in that optional extracurricular framework, which, however, is organisationally separate from the school. The school only ensures the required infrastructure (the room), and the state provides special subsidy for the remuneration of the religion teachers in a special line in the annual budget. The religion teacher is employed by the church, and is not a member of the school's teaching staff. Defining the content of religious education, employing the religion teacher, managing the application of the pupils, controlling the sessions, and issuing the certificates are all the church's responsibility.

Daytime supervision of pupils after the lessons and specific afternoon study hours are similarly considered an extracurricular activity. Act LXXIX of 1993 on Public education requires schools to ensure these two facilities to pupils whose parents so request in each grade of the általános iskola looking after the children during the day, and ensure that they do their homework for the next school day. Mostly parents of children aged 6-10 (74.2%) make use of that option, but in the average of the 8 grades of the single structure school a great part of students (41.98%) use this service. (Statistical Yearbook 2007)

4.11. Teaching Methods and Materials

Schools and teachers enjoy total freedom as regards the methods applied in the course of the teaching-learning process, no central document even suggesting the set of methods to be used. At the same time, the school's pedagogical programme determines the pedagogical principles of the education/teaching provided at that particular school along with its objectives, tasks, and their instruments, methods, and procedures. The most important documents of public education regard variety in methodology, and the design of teaching/learning strategies aimed at developing competences as a priority issue.

There is an improving supply of programmes to help apply ICT technologies, including, in addition to software aided development of teaching materials, the further training of pedagogy teachers and the improvement of infrastructure. However, the implementation and common use of methods supported by ICT during lessons for teaching purposes spreads quite slowly, even though facilities are available at almost all school grounds.

The most significant tools of the teaching – learning activity in Hungary are textbooks.

The abundant availability of textbooks and teaching aids enables schools to apply the ones best suited to their needs. The selection of textbook is the right of the subject teacher but the decision is not made individually as the group of pedagogy teachers teaching the same subject in a school have to form their opinion previously on the basis of the local curriculum. Textbooks are entered on the official list of textbooks following an accreditation process; however, teaching aids not entered in the list may also be used in the school with the approval of the school board or in the lack of it with the approval of the

parental association. Textbooks are provided to pupils in need (about 50%) free of charge, the governmental subsidy however, can only be spent on certified, accredited text books.

At present, besides course- and textbooks, non traditional content carriers based on digital technology play a more and more significant role. One promising example is the Sulinet Digital Knowledge Database (SDKD), an operation system (so far, but soon will be an editing system as well), and its supplementary tool package, which supports organization, management and communication of the learning process. The supplementary tool package is tested currently and soon will be available for use.

The SDKG comprises the digital syllabuses of subjects from the domains 'men and society' and 'men and nature' for grades 7 – 12. The system provides one- and/or several-lesson long tasks and exercises, materials and 5-45 minute long digital blocks. (Vágó-Vass, 2006)

4.11.1. Teaching methods

Teaching in most *általános iskola* is conducted in lessons of 45 minutes spent on one subject. The teaching material is organized into subjects; integrated or cross-curricular structuring of the teaching contents happens only rarely. Although the Act on Public Education promotes project teaching – where the teaching material and content is organized in such a way that the task to be solved can be planned on and is centred around a problematic area of everyday life – it is mostly implemented by those specific schools that apply alternative pedagogical programmes.

Teachers enjoy total methodological freedom concerning the achievement of the educational and teaching objectives. The majority of them do not commit themselves to a specific methodology, but employ a mix of various methods. However, research findings indicate that the methodological repertoire of teachers is rather limited. Teachers following traditional methods do chiefly frontal class work, their lessons are predominantly a period of transferring new knowledge, and the explanation delivered by the teacher is supplemented by both traditional and modern visual aids as well as information technology.

Hungarian teachers attach major significance to homework, regular testing, thus the lessons will invariably have a part when pupils are tested orally and/or in a written form. Since 2003/2004 according to the amended Act on Public Education, homework that should be completed in writing must not be given to pupils of the introductory phase (grades 1-2) for the weekend.

Small-group sessions are becoming increasingly popular under the influence of alternative pedagogical principles. Classes are frequently divided into two-three groups for foreign language, technology, IT, or maths lessons, and, for physical education sessions, classes are split into boys and girls. In such cases there are two teachers working with the pupils simultaneously but in different rooms. In some schools there is a slot in the daily timetable when they bring together children from each class of a grade with identical levels of proficiency in – typically – mathematics and foreign language. Teachers often apply the method of group work in full classes. The aspects of splitting a class into groups varies according to the pedagogical aim to be achieved: sometimes children similarly motivated or at identical levels are brought together in groups, while on other occasions group compositions may be entirely heterogeneous. The simple re-production of the teaching material is gradually replaced by methods aiming at the increased activity of pupils, focusing on action, preferring

creativity. In some [általános iskola](#), primarily at private schools teaching takes place almost exclusively in individual and cooperative groups, substituting the rigid separation of subjects by integrated subjects and project-work, processing the teaching material in an epochal framework. The most widespread schools in Hungary are Waldorf-Steiner ones, but Freinet, Gordon, Rogers and Montessori methods/tools are also popular.

4.11.2. Teaching materials

Computers at school are used almost exclusively in IT teaching. The main obstacle in using them in other subjects is the relatively low number of computers, and shortage of good quality multimedia teaching programmes as well as the deficient skills of some of the teaching staff.

The Ministry of Education started a grand scale content development programme titled "Schoolnet Digital Knowledge Database" using EU funds in 2003/4. A considerable part of this programme focused on the improvement of digital teaching aids in grades 7-8 of [általános iskola](#). In order to secure the quality of the increasing supply, the ministry has operated a similar accreditation system regarding digital curricula and e-books to that of textbook accreditation since the academic year of 2006/2007. The evaluation criteria of digital curricula and teaching materials are developed by a special committee of the National Council for Public Education (Országos Köznevelési Tanács), named Committee of Digital Curriculum Accreditation (Digitális Tananyag Minősítő Bizottság), while the Educational Authority (Oktatási Hivatal) makes a proposal to the Minister for approving or refusing a textbook – based on the opinion of at least two independent experts –.

However, the market of traditional printed teaching materials is characterised by huge supply, available at prices lower than in many other European countries. Teachers are free to choose the textbooks, workbooks, maps and audiovisual aids in line with the principles laid down in the local curriculum. For the lower grades teachers may choose from 20-30 textbooks for a subject, and for the upper grades from about 10-20 on average.

There is legislation (Act XXXVII of 2001 on Textbook market rules) establishing that producing textbooks is a public duty serving the constitutional right to learning/education. The Minister of Education publishes the updated list of textbooks of public education annually, which only includes quality controlled (approved) books not exceeding a certain price specified each year. The quality control process concentrates on whether the particular book is capable of transferring the teaching content of the given subject to the intended age group with the help of the appropriate methods in accordance with the requirements of the National Core Curriculum. Books are evaluated from the point of view of scientific accuracy, objectivity, style, language, compliance with standards of "reading hygiene" (legibility) and technical appropriateness. The process includes the investigation of how useful the book proves to be in practice from the point of view of teaching and learning. When the evaluation/investigation is complete, a special committee, the Committee of Textbooks and Teaching Aids (*Tankönyv és Taneszköz Bizottság*), which is a subdivision of the most prestigious body or experts of Hungarian public education, the National Council of Public Education (*Országos Köznevelési Tanács*), elaborates the evaluation criteria of textbooks. Regarding the approval or refusal of a textbook – based on the opinion of at least two independent experts – the Educational Authority (Oktatási Hivatal) makes a proposal to the Minister .

The price of the average textbook package of a child amounts to 0.5-0.6% of the average gross annual earnings, but due to the significant need-based state subsidy families will pay only half to a third of that sum on average. Textbooks are entirely free of charge for children permanently sick or living with special educational needs, or being raised in families of three or more children and for children in receipt of regular child protection support.

Many local governments maintaining a school supplement the central textbook support budget they receive. It is quite usual in several communities to use that subsidy to enable each child beginning their first year to receive their first pack of books and educational tools free.

4.12. Pupil Assessment

Teachers regularly assess the pupils' performance/progress by marks in the course of the academic year, and by a final mark at the end of the term and the academic year. The general conduct and general motivation of the pupil is evaluated and marked by the form master (*osztályfőnök*) after seeking the opinion of all teachers teaching that class. Both the pupil and the parent of a underaged pupil must be regularly notified of the marks given (Act LXXIX of 1993 on Public education, § 70 (1)). Evaluation of the pupils' knowledge is done using a 1-5 scale, while the conduct and the general motivation/attitude of the pupil are evaluated by means of a 2-5 scale. Since 2003/4 in a phasing- out system, in grade 1-3 at both term-end and year-end, and in year 4 at the end of the first term, teachers have had to provide a narrative evaluation on whether the pupil performed very well, well, acceptably, or whether he/she needs extra time to come up to standards; however, during the academic year teachers may still use marks to assess the performance of pupils. The criteria for entering a higher grade, supplementary examinations, requirements and arrangements of various tests as well as the standards against which the pupil's conduct and motivation/attitude is assessed and measured is laid down in the school's local curriculum. There are no compulsory examinations at *általános iskola*.

The development of pupils' most important skills (reading comprehension, mathematical abilities) is monitored through nationwide competence measurements formerly covering usually two or three grades, but from the academic year of 2006/2007 covering 4 grades (4., 6., 8., 10.). The measurements are made compulsory in the decree of the Minister of Education on the schedule of the school year or in another ministerial decree.

Besides the national measurement of competences the school may arrange for further measurements, the rules for which must be determined in the institution's quality management programme since 2004. Measurements are carried out by professional service organisations of national or regional coverage, but the school is also free to hire a profit oriented service provider for the same purpose.

4.12.1. System assessment

For more details see subchapter 5.15.1.

It is part of the Minister's jurisdiction to have nationwide and regional pedagogical measurements prepared.

After the year 2000, the National Competency Measurement Test, modelled on the PISA assessment was developed and introduced in the Hungarian education system, the use of which is an obligation of the minister responsible for education pursuant to Section 99 of the Public Education Act. A National Competency Measurement, executed in 2003 for the second time, measured the level of progress of basic skills (reading comprehension, application of mathematical methods) on each pupil of selected grades. The measurement carried out annually from 2006 and involving students in grades 4, 6 and 8 of [általános iskola](#) provides valuable information concerning the effectiveness of the entire system of public education, of each individual public education institution, and of the efforts of the individual children. The National Measurement of Competencies, a project by the National Institute of Public Education, is expected to contribute to the effectiveness of the education system in the long run is already indicating some results by improving the culture of diagnostic evaluation in schools. Based on nationally processed statistics, every school has the option of analysing the performance of its pupils in comparison to national results and indicators. Institutions gradually develop the ability of planning and implementing the measures required to solve their problems after diagnosing their situation in detail. That is so because institutions lack long-standing traditions of diagnostic evaluation, and therefore the requisite instruments are not yet always in place (e.g. a test-bank, skills in measurement methodology).

An exception is PREFER, which is the diagnostic examination of children measuring their preparedness (level) for starting school. The examination "system", PREFER is applied and widely used in Hungary from the end of the '70s in order to examine the preparedness level of children for starting schools. The examination at the age of 5 serves preventive aims, as before entering school at the age of 6-7 there is still plenty of time for correction in case some children are weaker in necessary skills and abilities. The examination conducted at the age of 6 may provide reasons for some children to stay at kindergarten for one more year. The PREFER examines both the attitude and the knowledge of children. The index of knowledge is formed on the base of: counting, ability of drawing consequences, using vocabulary in relation with a topic, performing abilities and capability of writing techniques. The index of attitude is formed on the base of: solving tasks and ability to socialize (relationship with peers). The PREFER can be carried out by prepared kindergarten teachers, primary school teachers, and psychologists. The examination of children is not compulsory, the PREFER does not serve as a tool for selection.

In 2003 the DIFER was developed as the result of revision of PREFER, which can be used as a diagnostic examination of pupils attending the first grade. As part of the National Measurement of Competencies, DIFER was written/completed by all first graders in the academic year of 2003/2004. From the academic year 2005/ the measurement test is optional for [általános iskola](#).

4.12.2. Pupil assessment

Fact-finding (diagnostic) evaluations are mostly used at classification decisions, or when children are grouped in accordance with their rate of progress, primarily with the aim of designing education/teaching strategies tailored to the needs of groups or individual children.

Unlike the above, formative, and summative evaluations are a frequently applied method at school.

Act LXXIX of 1993 on Public education requires the regular evaluation of pupils by marks, and declares the rights of parents to receive regular detailed information concerning the progress of their children at school. To comply with that requirement, and to motivate pupils, the majority of teachers

employ the methods of formative evaluation on a daily basis. The choice of the evaluation tools is the right of the particular teacher within the bounds of the criteria established in the school's local curriculum. The most preferred tools of evaluation include oral or short written tests (5-20 minutes), and the checking of the written homework. The tools of the summative evaluation are the summary tests at the end of major sections of the material, and tests covering a number of lessons, and less frequently internal examinations, applied mainly in alternative schools. On the basis of interim marks pupils are given a certificate at term end and year end (see **4.13.**) except those in year 1-3, who receive a narrative evaluation.

Most teachers use the same 1-5 scale for both formative and summative evaluation, whereby the two types mix up, and sometimes lack transparency for both parent and child. Mid-term marks and end of term marks for evaluating the knowledge of students are as follows: excellent (5), good (4), medium (3), acceptable (2), and unacceptable (1). Conduct and motivation/attitude is measured using a 2-5 scale: exemplary (5), good (4), changing (3), and bad/negligent (2). These marks will be entered in a class diary containing the basic data on the children.

As for formative evaluation, in the lower classes it is usual to give red dots (entered in a special booklet) for good performance, and black for bad, or giving small animal figures, while in the upper classes the evaluation of performance in percentages is more usual, and narrative evaluation is likewise gaining ground.

It is the general endeavour of teachers to evaluate every child at least once a month in every subject, (in grades 1-4 narrative, in grades 5-8 mostly with marks), and inform parents by recording it in a *message booklet* or entering it in the *mark booklet*, a document used specifically for that purpose. The parent will sign to acknowledge having been informed. In some schools there is an electronic mark book, a strictly secured electronic document in which only the student and the child's parents may gain insight.

4.13. Progression of Pupils

The general rules of the progress of pupils are laid down in the Act on Public education (Act 1993/LXXIX on Public Education). It requires that the teacher evaluates the pupils' progress regularly during the academic year by giving marks. Evaluation at the end of term or year is expressed by results (term-end or year-end marks), and is based on the pupils' performance during the term or the entire year. The term-end results are for information purposes only. The pupils in grades 1-3 and at term-end in grade 4 are exception to the above rules. From 2004 according to the 2003 amendments to the Act on Public Education they must be evaluated in a narrative way instead of marks both at term-end and year-end as well.

Both the parent and the child must be informed of the marks/results and the narrative evaluation. Such information of marks is communicated in a special booklet. End-of-year results and the narrative evaluations are entered into an official certificate. It is an explicit principle that the mark cannot be an instrument of discipline: it must reflect the actual knowledge, and performance of the child. The pupil's knowledge is measured on a scale between 1-5, and the pupil's motivation/attitude and conduct on a scale of 2-5. The narrative evaluation of pupils has to express if the pupil's performance is excellent,

good, acceptable or he/she needs extra time and help in order to meet the standards (catch up with the others).

In case a pupil receives an evaluation "needs extra time to meet the standards" the school must involve the parent and provide detailed assessment of the pupil revealing those things hindering the student from natural improvement. The school must make recommendations in order to help the child to come over the difficulties, and everything must be done – e.g. one-to-one tutoring, extra lessons provided (2 times a week) by the school - to ensure the pupil to meet the requirements by the end of grade four.

Marks are determined by the teacher, while in the case of end-of-year marks or narrative evaluation he/she only makes a proposal, but the ultimate decision lies with the entire teaching staff. Decision on whether the pupil may continue studies in a higher grade is likewise made by the school's teaching staff following discussion of the year-end results. The educational programme of the school may use narrative description in other grades than 1-4 as well as the evaluation of student achievement instead of marks. If the student is changing schools, marks must be used however. Details of these procedures are governed by the local curriculum of the school. If it is necessary for a student in grades 1-4, the school has to provide individual lessons twice every week, and the school may not deny access to after class study groups or full-day education. The school must inform the parents of these possibilities.

The pupil may progress to a higher year of the school if he/she has delivered the prescribed educational requirements by the end of the academic year, i.e. if he/she has achieved at least an acceptable (2) mark in each subject based on his/her performance during the year, marks, or attainment at the test given by the school. Pupils in grades 1-4 are exceptions to the above as pupils in these grades cannot be forced to repeat a grade because of not fulfilling the requirements of the grade. This may happen only if the pupil misses more lessons than possible prescribed by legislation or the parent of the pupil especially asks for it.

After grade 4 a pupil may repeat a grade in three cases at the end of the school year. Such repetition is compulsory if the pupil was given an unacceptable mark (1) in any of the subjects. However, the pupil may sit for a correctional examination prior to the start of the next academic year. If, however, he/she has more than two unacceptable marks, he/she may only sit for the correctional examination if approved by the teaching staff, so it may happen that the pupil will eventually have to re-take the year. However, pupils must not be denied the option of repeating the year. If the pupil receives at least an acceptable (2) mark, he/she may continue to the next grade.

Children must repeat a year if lesson attendance was below the level defined by law and the teaching staff did not approve a summary examination.

Another case of re-taking a grade is when a pupil (or a parent) requests to re-do one or several grades even if he/she otherwise has the option to move to a higher year. That, however, hardly ever happens. Permission is granted by the principal. In grades 1-4 permission cannot be denied.

The law further enables pupils – if so allowed by the principal – to cover the material of several years in one academic year. In such cases pupils will have to pass a special examination at the end of the academic year. This is typical for private and very talented students.

If a pupil in the first grade of *általános iskola* fails to perform the requirements, then that grade must be regarded a preparatory grade, and the pupil will continue with grade 1. Such a preparatory year maybe attended for just one year, and only if the child started compulsory schooling not later than the age of 7.

It is also possible in *általános iskola* grade 1 that – if the relevant experts' opinion is presented – the principal agrees to a pace of progress tailored to the pupil's individual needs. The agreement may include some subjects or all subjects and be taken advantage of until form four the latest.

Another measure to facilitate the inception of studies is the restriction whereby no pupil may be made to repeat any of the first four grades only for failure to reach the standard of foreign language skills.

The school examination (end-of-year, correctional or differential exam) may be passed at the school or in front of an independent examination committee. The latter option has to be applied for, and the organisation will be the task of the Educational Authority (*Oktatási Hivatal*). The aim of the examination may be to determine the mark or passing the correctional examination. It typically happens in cases where a conflict arises or confidence is lost between the child or the parent and the teacher.

4.14. Certification

Students are given a certificate at the end of each academic year to document completion. The marks, or narrative evaluation entered in the certificate are based on the pupil's performance during the year (lesson activity), results at mid-term tests, so the certificate is not the result of a special examination staged for that purpose. The case of pupils obliged to sit for a correctional examination, the case of private pupils, and pupils completing 2 academic years at once must prove their knowledge acquired by the end of the year at a special examination, constitute exceptions. The teacher makes a suggestion concerning the marks, written narrative evaluation at the end of the school year, but the decision on the progress of the pupil rests with the teaching staff. There is another scenario when an independent examination committee determines the marks at the request of the pupil.

The certificate is a public document. That means that its content is to be taken for granted until any item is substantiated otherwise. The certificate must be printed in Hungarian or in two languages if education is provided in another language. The printed design of the blank certificate is approved by the Minister of Education. Similarly, printing and selling such blank certificates is subject to permission by the Minister of Education.

The school must not, for any reason refuse to issue the certificate. The certificate must contain the pupil's name, personal details, grades completed, title of subjects learnt, the marks in letters and numbers, the box for remarks, supplementary sheet for narrative evaluation, the date, and the signatures of the principal and the form master (*osztályfőnök*) and the stamp of the school. The certificate must include clauses quoted from relevant legislation.

The certificate on the successful completion of grade 8 of *általános iskola* is recognised as a lower secondary (single structure) qualification by the state.

4.15. Educational Guidance

Preparation for choosing a career is the duty of teachers in each educational cycle, of the entire teaching staff, and of each area of learning in public education. That approach suggests that career orientation is specified by the cultural domain 'Life Management and Practical Studies' of the National Core Curriculum 2003. Achievement of curricular requirements is based on an optimum balance of curricular and extracurricular activities under the individual subjects. The task of this cultural domain of the National Core Curriculum 2003 is to enable pupils to develop their self-assessment, help familiarising with the world of labour, and getting to know the content of main branches of occupation, the requirements thereof, and the educational routes to lead to those occupations and finding alternatives through activity and hands-on experience.

Career counselling lessons scheduled in grades 7-8 of the *általános iskola* under the area of learning of everyday life and practical knowledge/skills are meant to facilitate the choice of school and career at term end in grade eight. During these lessons pupils receive help to formulate and define their own individual interests, set their career goals, and plan their learning paths. In addition to that, every school provides individualised counselling of further learning and training and career selection in some form. Usually teachers responsible for career counselling and form masters (*osztályfőnök*), who best know the children, assist them in making their decision on their further studies.

Career counselling integrated in the full process of school education attempts to accustom pupils to the fact that life-long learning has a priority role in achieving and maintaining their own employability.

Further education and career counselling outside the school is under the free pedagogical services (*szakszolgálatok*) in Hungary. Its function is to examine the pupils' talents, abilities, intellectual orientation, and recommend on that basis direction and type of school for further studies. The service is run by the independent career counselling institute in the capital city offering a wide range of services and 1-2 experts in each of about half of the counties specialising in career orientation. In addition to the above, education counselling services located in each county, and in each of the districts of the capital city sometimes provide advice concerning further studies in the framework of life-style consultancy to youth with learning, integration, or behavioural disorders or sometimes to exceptionally talented ones.

4.16. Private Education

See subparagraphs.

4.16.1. Historical overview

The 1990 amendment of the 1985 Act on Education enabled churches, economic entities, foundations, associations, etc., to participate in the delivery of public education besides local governments and state entities. The amendment fully unfolded the constitutional right to learning/education, as the freedom of education, included in the former, means not only the free choice of one's preferred education institution, but also the freedom to establish such institutions. The establishment of an institution is defined in the Act as an undertaking whose maintainer may accept an assignment from the state to provide public education services.

The Act on Public education has further enlarged this possibility, and in its amendments (in 1996 and 1999) it specifically stated the legislative framework of establishment and operation (operating licensing procedure, legal supervision, etc.). In 2005 these were further specified. As a result of the specification there is a possibility to render all public educational services also in private education and private educational institutions. Institutions maintained by private entities usually provide additional and extra services, which may mean better circumstances in specialized subject teaching, smaller number of groups, one-to-one tutoring/mentoring, invited specialists and experts involved in teaching, better compensations for the disadvantaged. Private education is an alternate solution for pupils and parents to satisfy special and individual needs and expectations.

4.16.2. Specific legislative framework

The basis of the applicable legislation is the Act on Public education providing who is entitled, and under what circumstances to establish, and operate non-state, and non-local governmental institutions of public education. As establishment is subject to permission, the details of the procedure along with the requisite printed form are available in the decree on the operation of the institutions.

Familiarity with the Budget Act of the year in question and the implementation instructions to the Public Education Act is important to understand the detail of the public support provided to the operation and the funding of these institutions. The second piece of the legislation provides the procedures for claiming state subsidy and contribution.

4.16.3. Organisational characteristics

In general, private education reflects the structure of the state provided system. That means that any of the public education institutions defined in the Act on Public education may be established and operated in this form. That form, as it happens, is most popular in primary arts education and in upper secondary education (*középiskola*). Founders may be found in all the parts of the private and non-governmental sector including churches, foundations, associations, legal entities, or natural entities and private entrepreneurs. A condition is that they prove their title to engage in that activity, and obtain the permission to be registered and to maintain their institution. These are issued by the municipality notary and/or the chief administrator in accordance with set procedures. Permission to operate is conditional upon satisfying equipment and staffing requirements similarly to any institution in the public sector. Controlling the operation and sanctioning belongs in the jurisdiction of the municipality notary and the chief administrator who issued the initial permission.

Private institutions may be religiously and ideologically committed, and subjects may include religion education. They may charge tuition as opposed to the free, state operated school. They may enter an agreement with the state to participate in the provision of public education, in which case, however, their services will become free of charge.

The state ensures generally provided financial subsidy to institutions of private education as laid down in the Act on Public education and the annual Budget Act. Maintainers are entitled to the subsidy on the basis of their legal status, their function in the particular institution, and the number of children admitted. From 2007 onward part of the state subsidy is conditional on achieving certain objectives and can be obtained through tenders. It is typical that the not-for-profit sector (foundations, associations, etc.) receive more support than private entrepreneurs. Subsidy covers 60-70% of their operation; the rest must be ensured by the maintainer.

As result of an Agreement signed by the Republic of Hungary and the Holy See, churches are granted specifically determined contributions.

The legitimacy of claiming and using subsidies is controlled by the state through its local agencies, and sanctions are applied if appropriate.

The maintainer is entitled to supplementary subsidy in the event that it enters in an agreement with the local government to embrace some of the state's responsibility in education.

The state also channels a supplementary subsidy if the private maintainer enters in a public educational agreement with the Minister of Education and Culture or if a church becomes entitled to it based on a declaration. In these cases however, the condition of the subsidy is that the (általános iskola) participates in the fulfilment of obligatory admittance tasks. This means that at least 25 per cent of the students of the school has comprise of students of obligatory admittance, meaning that the school cannot choose from students of optional admittance, unless based on aspects of world view. The new legislation also regulates that multiply disadvantaged children should enjoy priority during the judging of applications of admittance within the frames of obligatory admittance tasks.

4.17. Organisational Variations and Alternative Structures

The Act on Public education (Act LXXIX of 1993 on Public education, section (3) of § 131) defines alternative schools as ones that educate and teach using non-traditional methods. That status and the entitlement to go with that status are granted to the institution following a licensing process that includes the formal standpoint of the National Council of Public Education (*Országos Köznevelési Tanács*). The application for the permission may be submitted by the network or organisation representing the alternative school, or, in lack of such, the maintainer operating the school. Alternative schools design their pedagogical programmes in accordance with the provisions of the framework curriculum ([kerettanterv](#)) issued specifically to them. The framework curriculum ([kerettanterv](#)) for alternative schools is a document specifying the teaching material, the standards, the method of teaching, the techniques applied, equipment, management structure, the organisation of education, and the pedagogical qualifications accepted.

So-called multipurpose institutions operate in a special way. Such multipurpose institutions may be single structure or a compound (multi-level) school, a public education institution with joint management or a community centre for education and culture (*általános művelődési központ*). In terms of delivering their tasks, both single structure schools and compound schools are organisationally single structure institutions that provide the education of different school types partly through the uniform (common) core curriculum, and partly through a differentiated curriculum, which depends on the school type. The compound school delivers the teaching duties of the different school types by applying teaching material and standards suitable to the various tasks. The jointly managed institution of public education performs the tasks of different types of public education institutions in organisationally and professionally independent institutions. The community centre for education and culture (*általános művelődési központ*) performs at least one of the tasks of public education, cultural services, arts education, public learning, or sports in the framework of organisationally and professionally independent institutions.

Minority schools of minorities living in Hungary aim at safeguarding the language, and strengthening the identity of these groups at primary and lower and upper secondary level as well. These schools teach each or at least some subjects in the language of one of the seven – not very populous – minorities in Hungary, i.e. Greek, Croatian, German, Romanian, Serbian, Slovak and Slovene, or teach that particular minority language as a foreign language to children of Hungarian mother tongue (whether or not belonging to the minority). The Act on Minorities (*LXXV Act of 1993 on the rights of national and ethnic minorities*) provides that launching a minority form or group of pupils in a school is possible as soon as at least eight parents so require.

A significant number of ethnic minority of Romany (estimated 600 000 -700 000) live in Hungary, and their participation in education is significantly behind the national average at upper-secondary and tertiary level. The education of the Romany and in general the socially disadvantaged children is a top priority. However, there is no education delivered in Romany – partly because of the speciality of the language and partly because of the lack of interest or demand from parents. On the other hand, among the Romany population with Hungarian mother tongue the widely used mixed languages Lovari and Boyash, the literature and ethnography are taught in many of the schools. The educational administration continuously makes steps against the segregated education of Romany pupils.

Lower secondary schools established to teach pupils of special educational needs (children with physical, locomotor, sensory, mental, speech, and other deficiency) are the so-called institutions of corrective pedagogy (special needs educational institutions). They are usually founded by local governments, and may also operate, in addition to school forms, as kindergarten (*óvoda*) groups, groups for day-time supervision, and vocational schools (*szakiskola*). Education/teaching work is performed by specially trained SEN teachers, SEN assistants, child and youth supervisors and nurses. The number of pupils of special educational needs learning in corrective pedagogy institutions during *általános iskola* studies has decreased with 35% since the millennium, (Source: Statistical Yearbook 2007), and in the meantime the rate of pupils of special educational needs aged 6-14 learning in integrated *általános iskola* has increased from 18 to 58.

Although the 1993 Act on public education (Section 7) declares that based on parental decision, schooling obligation can be fulfilled both by school and private education; the number of private pupils in Hungary is quite low. A significant proportion of them are permanently sick or special educational needs pupils exempted from compulsory everyday schooling on the recommendation of specialist committees. Some private pupils are especially gifted pupils accomplishing two academic years in one year or those first class sportsmen and sportswomen and talented musicians, children and young

actors and actresses who would not be able to attend school daily due to their responsibilities. However, typical homeschooling is extremely rare in Hungary.

4.17.1. Organisational variations

Primary and lower secondary education is mostly provided in 8-grade [általános iskola](#). Among different structural and organisational solutions there are some institutions where the number of grades is different from the usual, or that various types of institution are merged organisationally. 'Different' means more or less than eight years.

Schools with less than 8 grades operate primarily in regions of rarely populated farmland and in small communities. These are characteristically institutions of 4 grades but there are even ones with 2 or 3. Over one fifth of [általános iskola](#) have less than eight years. As a result of the consolidation of the relatively new micro-regional governance and the improvement of the micro-regional coordination of public educational tasks, these schools are gradually transforming into member-schools instead of independent institutions. In the smallest communities where children numbers in the same grade are very low, they sometimes merge pupils of different age into the same so-called joint form. Children belonging to maximum three subsequent grades may attend the same joint form. (1993 Act on public education).

The school may operate more than eight grades provided that it has [gimnázium](#) grades as well. In such a case there are twelve years within one organisation, and the education of the 6-18 year age group is taking place in a single institution. That arrangement, however, is quite rare.

Because of the decreasing number of children in the past one and a half decade and in order to provide a more cost effective education provision, since the academic year of 2005/2006, more and more communities have established mixed educational institutions in which different educational phases are provided in a common organization. One example is, the joint administration of the [óvoda](#) and [általános iskola](#) mainly in small villages, or another is the operation of the [általános iskola](#) and [szakiskola](#) in one institutional framework. Although the number of these types of institutions is not significant these days, taking into consideration the decreasing tendency in the number of children, their proportion is expected to increase.

The community centre for education and culture ([általános művelődési központ](#)) performs at least one of the tasks of public education, cultural services, arts education, public learning or sports in the framework of organisationally and professionally independent institutions. Community centres for education and culture ([általános művelődési központ](#)) are mostly operated in small communities. Local governments usually try to maintain their kindergarten ([óvoda](#)), [általános iskola](#), library and community centre in that more economical arrangement.

4.17.2. Alternative structures

The 6-14 year-old age group have several types of school with alternative programmes available to them.

From among the alternative methodologies most widespread in Europe the one with the most expanded network in Hungary is the Waldorf-Steiner method from kindergarten (*óvoda*) to teacher training. There are also some *általános iskola* applying the Freinet and Montessori methods. Some parents prefer sending their children to, instead of standard curriculum and performance oriented schools to ones with such strong child-focus. In addition to alternative programmes borrowed from abroad there are schools based on alternative programmes developed in Hungary, some of which look back on a history of several decades, and have a significant network of *általános iskola* applying them. The names of these programmes in order of popularity: Value transfer and ability development, “Comprehensive”, and Humanistic-cooperative. The first is mostly characterised by – instead of simple transfer of knowledge – emphasis on transferring values, and developing abilities using a rich set of activities, and the differentiated development of pupils, the second by comprehensive education aimed at compensating for disadvantages and the third by the processing of the teaching material in small cooperative groups. Besides, alternative schools have a characteristically different view of children, interpretation of the teachers’ role, different curriculum, and organisation of teaching time, which renders them capable of meeting quite special parents’ needs. Alternative *általános iskola* using a foreign programme are exclusively private schools, while the ones working with a Hungarian-developed one are mostly operated by a local government.

Bilingual *általános iskola* are established mostly by local governments in an attempt to improve the efficiency of foreign language teaching. These schools offer teaching in each subject, but at least 3 subjects in a non-Hungarian, and non-minority language (English, French, German, Italian, Russian, and Chinese).

Primary art school (*alapfokú művészetoktatási intézmény*) constitutes a separate institution of public education offering art education and teaching in minimum 6, maximum 12 grades. Compulsory schooling may not be obtained here, so pupils attend these institutions besides their primary education (*általános iskola*) or less frequently besides their upper secondary education (*középiskola*). Primary art schools (*alapfokú művészetoktatási intézmény*) may be completely independent, or they may operate in cooperation with a single structure school (*általános iskola*) or within the institution of the community centre for education and culture (*általános művelődési központ*). Primary art school (*alapfokú művészetoktatási intézmény*) teaches the basics of aesthetic-artistic awareness and expression, and prepares pupils for continued education in a vocational upper secondary art school. Approximately 13% of *általános iskola* age (6-14 year-old) pupils learn playing an instrument or sing in the most popular primary art schools (*alapfokú művészetoktatási intézmény*), in music schools, 10% in dance schools, and 5% in applied arts and 1,7% in drama/theatre and puppet arts schools. (Statistical Yearbook of Education 2007).

4.17.3. Access to the programmes of primary education

Hungarian *általános iskola* must not subject their future pupils to an entrance examination except for entry in special art, and sport forms. The school that parents freely choose must first admit the school age children in their district, and may refuse admission to non-district children only for lack of capacity.

Where the framework number of admission is exceeded by the number of applicants from outside the district, the school is obliged to cater for the needs of the multiply disadvantaged students at first, and of those living in the same settlement where the school is at second. From the rest of the applicants the admittance is subject to a draw (Act on public education Section 66). In theory there are no restrictions whatsoever for parents to send their children in a school of any programme. A child whose parents do not belong to a particular minority may be enrolled in a school of that minority, and children unable to utter a word in a foreign language may be admitted to a school of two teaching languages. The choice may be subject to the families' financial status if their target school is not state or church maintained. However, experience indicates that the majority of *általános iskola* maintained by private individuals or foundations only charge a modest monthly tuition for their extra services, and occasionally leave the sum paid to the foundation up to the parent to decide, or regularly keep places free of charge for talented children really needing these services, thus access is not drastically limited. The same cannot be said about the few foreign owned foundation schools in the country (e.g. American, French, German, Austrian, etc.) where Hungarian children are likewise welcome, and whose teaching language is not Hungarian. In these (*általános iskola*), however, the tuition fee is very high in comparison to Hungarian average wages.

4.18. Statistics

For statistics on single structure education and upper secondary education also see end of chapter 5 (**5.21.**).

4.18.1. Enrolment ratio in full-time education by age-groups (net enrolment ratio)

<i>Age Group</i>	1990/1991	2004/2005	2005/2006	2006/2007	2007/2008
3 – 5	87.2	86.8	86.9	89.7	89.3
6 – 13	100.0	100.0	99.9	100.0	100.0
14 – 15	86.4	100.0	100.0	100.0	100.0
6 – 15	96.7	100.0	100.0	100.0	99.9
16 – 17	65.0	92.6	92.6	92.1	93.5
14 – 17	76.6	97.2	97.3	97.3	98.0
18 – 22	11.9	49.5	51.0	52.2	53.3
Of which					
Secondary level	3.4	25.1	25.7	26.0	27.0
Higher education	8.5	24.4	25.3	26.2	26.3
3 – 22	71.5	83.6	83.8	83.9	84.1

Hungarian Statistical Yearbook 2006, CSO 2007

4.18.2. Education at primary schools

Denomination	1990/1991	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
Schools –Place of provision	3 723	3 748	3 690	3 614	3 591	3418
Classrooms	49 842	42 051	41 581	40 980	40 513	38784
Teachers	96 791	89 784	87 116	85 469	83 606	78073
Of which:						
female, %	83.5	86.8	86.9	87.0	87.1	87.3

Students in full-time education	1 166 076	909 769	887 785	859 315	828 943	809160
Of which:						
In corrective pedagogy (SEN)	35 420	35 471	32 855	30 721	28 308	25 212
1. form	130 424	108 447	104 757	101 157	99 025	101447
1–4. forms	523 307	446 610	430 561	415 858	399 250	393857
5–8. (10.) forms	642 769	463 159	457 224	443 457	429 693	414914
Receiving school meal, %	54.3	61.7	61.6	64.0	64.4	64.3
In afternoon care, %	37.3	40.6	40.1	40.9	41.8	32.8
Of which:						
1–4. forms (%)	61.9	70.4	70.5	72.1	74.2	
5–8. (10.) forms (%)	17.1	11.7	11.5	11.6	11.7	
Class (in full-time education)	51 981	45 774	44 883	43 475	42 266	39900
Number of students in class	22.4	19.9	19.8	19.8	19.6	20.3
In adult education	11 536	3 190	2 766	2 543	2 319	2245
Finished 8. form ^{a)}	172 863	116 628	118 015	120 269	118 763	112927
Of which: –						
In full-time education	169 214	115 863	117 093	119 561	118 223	112351
Adult education	3 649	765	922	708	540	576

a) Including graduates completed the 8th grade in secondary general schools.

b) Source: Statistical Yearbook of the Ministry of Education 2007/2008.

4.18.3. Detailed data on single structure education in 2007/2008

Institutions	2520
Place of provision	3418
Total number of students	811 405
female (number)	390678
Ratio of females (%)	48.1
In corrective pedagogy	25 212
Full time education	809160
Adult education	2245
Teachers	78073
female	68189
Ratio of females (%)	87.3
Number of classes	40048
Full time	39900
adult	148
Number of classes	38784
Number of students in a class	20.3
Number of students per teacher	10.4
Endagered	57291
Students repeating a year	2.2
Ratio of students repeating a year %	
Number of students in afternoon care	265749
Receiving meals	520469
Receiving meals (%)	64.1
Number of students with scholarships	23910

Source: Statistical Yearbook of the Ministry of Education 2007/2008.

4.18.4. State, denominational, foundation and other education in single structure institutions 2007/2008

	State		Denominational		Foundation, Private and other	
	db - fő	%	db - fő	%	db - fő	%
Institution	2233	88.6	179	7.1	108	4.3
Places of provision	3071	89.8	201	5.9	146	4.2
Students	751802	92.6	44754	5.5	14849	1.8
Female	362237	92.7	21837	5.6	6604	1.7
Teachers			4510			
female	71768	91.9		5.8	1795	2.3
Ratio of female (%)	62807	92.1	3907	5.7	1475	2.2
	87.5			86.6	82.1	
Classes	36887	92.1	2133	5.3	1028	2.6
Classrooms	35612	91.8	2153	5.6	1019	2.6
Number of pupils in a class	20.4		21.0		14.4	
Number of pupils per teacher	10.5		9.9		8.3	

Statistical Year book of the Ministry of Education 2007/08

4.18.5. Ratio of pupils repeating the academic year (%)

Year	1.	2.	3.	4.	5.	6.	7.	8.
1990/91	4.8	2.8	2.5	2.8	4.2	3.8	2.8	0.4
1995/96	4.0	1.9	1.6	1.7	3.1	3.2	2.4	0.5
1999/00	3.9	1.9	1.4	1.5	2.8	2.9	2.4	0.5
2002/03	4.2	1.9	1.4	1.7	2.7	3.0	2.7	0.6
2003/04	4.1	1.9	1.5	1.3	2.9	2.9	2.8	0.7
2004/05	4.0	1.5	1.3	1.1	2.6	2.4	2.4	0.6
2005/06	3.9	1.6	1.2	1.0	2.7	2.4	2.7	0.6
2006/07	3.9	1.4	1.1	1.3	2.9	2.5	3.1	1.0
2007/08	3.4	1.2	1.0	1.2	3.2	2.6	3.3	1.2

Education in Hungary 2006, Statistical Year book of the Ministry of Education 2007/08

5. Upper Secondary and post-Secondary non-Tertiary Education

Upper secondary education and post secondary non-tertiary education, that is, the phase of Hungarian education offering general upper secondary education and education to prepare for a vocational qualification in grades 9-12 (hereinafter upper secondary education) will be presented in this chapter. Upper secondary and post secondary (ISCED 3 and 4) education in Hungary are particularly complex and multilayered. Training for such qualifications is offered by the same institutions to those subject to compulsory education and those no longer obliged to attend school, but

the same education is available in a non-mainstream framework as well. The present chapter will focus on the mainstream education for school age pupils. Upper secondary and post secondary non-tertiary education of pupils no longer obliged to attend school will be presented in chapter [7](#).

5.1. Historical Overview

Upper secondary education was first provided in Hungary in the 16-17th centuries by Jesuits and the Piarists, organising and operating their upper secondary schools called [gimnázium](#), with identical teaching material and structure all over Europe. Practically the same organisational form was taken over in 1777 by a royal decree on education called the *Ratio educationis* with a slightly modified structure of teaching material, creating the 5-grade school divided into two parts. The *kisgimnázium* (*smallgimnázium*) included three years of Latin grammar, while the *nagygimnázium* (*biggimnázium*) supplemented the *kisgimnázium* with one year in rhetorics and one in poetry. That was followed by a two-grade academic section teaching humanities, offering subjects of general culture and education. The [gimnázium](#) was attended by pupils aged 10 to 15, and, after completing the two years of humanities, they finished their upper secondary education at the age of 17. In 1806 the number of grammar classes rose to four, and so the *kisgimnázium*, turned into a school of four years, while the *nagygimnázium* turned into a school of six years. In the autumn of 1849 the provisions of the Austrian Entwurf (the organisational plan of Austrian [gimnázium](#) and *Realschule*) were introduced in Hungary, resulting in the establishment of the eight-grade [gimnázium](#) for boys of 10-18 years of age (by merging the former six-grade *nagygimnázium* ([gimnázium](#)), and the two-grade humanities section of academic education). The [gimnázium](#) was consisted of two parts, i.e. the four-grade *algimnázium* (*subgimnázium*), and the *főgimnázium* (*main-gimnázium*), with also four grades. [gimnázium](#) studies were concluded by an [érettségi vizsga](#). The first girls' [gimnázium](#) opened its doors in Budapest in 1896.

With the abolition of the *népiskola* (*people's elementary school*) and the introduction of the eight-grade [általános iskola](#) in 1945, the [gimnázium](#) was reduced to four grades. By 1948 the nationalisation of the educational system was virtually over. The uniform four-grade [gimnázium](#) stayed in place until 1989, when the eight-grade [gimnázium](#), then from 1993 onward the six-grade [gimnázium](#) were again allowed.

In 1950-51 a new school type began operating in upper secondary education. The four-grade *technikum* (*technical school*) trained experts at upper-secondary vocational level (with an [érettségi vizsga](#) qualification) for various technical fields. Following their training, the pupils could pass an examination and obtain a qualification in accordance with their particular technical/professional orientations. That qualification enabled further studies, and graduates were qualified for medium level management positions, or skilled worker jobs. After 1969-1970, *technikum* was partly transformed to [szakközépiskola](#), and partly to "upper" technikums, issuing tertiary-level vocational diplomas to their graduate students. (These later gave rise to *technical főiskola*.)

The [szakközépiskola](#) was created through the relevant provisions of Act III of 1961 on Education with the aim of consolidating and extending the knowledge acquired in the [általános iskola](#), further develop the level of culture and education of pupils, and offer a qualification in a particular trade. The following years saw the inception of training in 84 trades based on the OSZJ, the national list of vocational training. In 1965 the school type was restructured, and the professional branches of vocational training were defined in detail. Thus vocational upper secondary education ([szakközépiskola](#)) providing both state-of-the-art general education and upper secondary vocational training was allowed to take place in the following sectors: industry, construction, agriculture, commerce, transport, telecommunication,

economy, health care and 'others that meet the demand of the social economy'. That also put an end to excessive professional fragmentation (the law enabled teaching 37 trades in a uniform manner in these *szakközépiskola*), and they increased the ratio of subjects of a general education profile (mostly mathematics and natural sciences). Vocational qualification group-based training was launched in this school type, and on completion of studies pupils were issued the *érettségi vizsga* relevant to their trade, a document entitling its holder to take any position requiring upper secondary qualification within the branch. Apart from that, labour market demand was met by skilled workers trained in three-grade *szakmunkásképző* schools (now *szakiskola*).

The function and the educational rationale of the *szakközépiskola* underwent significant changes in the wake of the 1993 Act on Public education. The new regulation required the *szakközépiskola* to have four years of upper secondary school (*középiskola*) ensuring the basics of general education and culture, and optionally offering the groundwork of vocational preparatory knowledge. Following completion of the upper secondary school (*középiskola*) years, vocational training, rooted in knowledge acquired at upper secondary school (*középiskola*) begins in the vocational training grades specified by the OKJ, the National List of Qualifications. Simultaneously to that, *skilled workers' training school* (*szakmunkásképző*) was replaced by the *szakiskola* providing two years of general education, and one to enable pupils to obtain the vocational qualification listed in the National List of Qualifications (*szakmai vizsga*).

The new modified National List of Qualifications published in 2006 provides several ways to accomplish any of the 417 qualifications in the 21 groups of trades, therefore it enables continuous progress by accomplishing the different training elements of a particular vocation. A part of the trainings within the modular training system ends in a basic vocational qualification. The modules are built upon each other by vocational and examination requirements and the qualification acquired certify its holder for practicing a certain well defined vocation. After accomplishing other modules, further or supplementary qualifications can be built on the basic qualifications.

5.2. Ongoing Debates and Future Developments

Laying the foundations of life-long learning through the improvement of key competencies, itself conditional upon the improvement of the teaching profession, the renewal of the training and further training of teachers, improving the quality of teaching, spreading the application of ICT, etc. are all among the priority objectives of documents setting out the medium-term strategy of public education (primarily the *Medium-term public education development strategy of the Ministry of Education and Culture*). The latter may be implemented partly through development of digital course contents and partly by renewing classroom infrastructure (interactive board, digital equipment, etc.).

Further measures are planned to provide successful educational solutions to disadvantaged, mainly Roma and special educational needs pupils and students. These measures also include the development of programmes of integrated education and training, practice oriented in-service teacher training in order to support teachers in educating pupils with different backgrounds effectively in an integrated environment.

It is expected that the conscious development of basic skills and competences will be further emphasized in the first six forms of *általános iskola* in addition to the simple information and knowledge delivery function, due to the dissemination of the results of programmes developed and implemented under the National Development Plan.

Besides the dissemination and multiplication of the already implemented projects, there are several measures aiming at reforming and modernising the education system in several operational programmes (Social Renewal Operational Programme, Social Infrastructure Operational Programme) of the New Hungary Development Plan. The Priority "High quality education and accessibility for all" of the Social Renewal OP emphasises the spreading of competence based teaching and learning, the improvement of the efficiency of the education system through new solutions and forming new partnerships, the decreasing the segregation of the multiply disadvantaged (mainly Roma) children, the establishment of equal opportunities, the supporting of the integrated teaching forms and spreading intercultural education. The latter Operational Programme (on Social Infrastructure) is to ensure the infrastructural background to the programme of high quality education through investments supporting foreign language and ICT education and establishing the ICT infrastructure facilitating competence based education and equal access.

The [érettségi vizsga](#) system has undergone radical reforms. The single level examination [érettségi vizsga](#) closing upper secondary studies has been replaced by a two-level examination from 2005 onward, where the advanced level has the function of being an exclusively external (central) examination, and even at standard level, the standardisation has become much more powerful compared to the previous practice. The standard level [érettségi vizsga](#) differs from the present [érettségi vizsga](#) in terms of both content, and the very nature of the examinations, while its arrangement and the process itself is basically identical: the candidates do the written tasks in each subject of the examination on a previously specified date, and then, on a different date, they pass an oral examination in front of an examination board chaired by a chairperson not teaching at that school. There are a written and an oral examination in each subject. The written part is a complex test, and the correction guidelines are centrally prepared for each subject, however, the actual correction and marking/evaluation is the duty of the school. The advanced level examination is an external one, that means that the examination is no longer controlled by the school or teachers teaching the pupil until that date. The written examinations are not corrected or marked in the pupil's school, but are done by independent evaluators who do not know the pupil. At an advanced level examination even the oral part takes place before an external committee. A major novelty is that entrance examinations to tertiary education institutions have come to an end, and the applications are assessed on the basis of the result achieved at the [érettségi vizsga](#).

The Education Roundtable (*Oktatási Kerekasztal*), established in March 2007, served to lay the strategic foundations of a long-term development of the education. It aimed to help reach a consensus in pivotal questions affecting the society as a whole both short and long term. It initiated analyses and brought their debates to the widest possible as a result of which recommendations could be drawn up that would effectively help the operation of the government and the legislative process. The Roundtable topics include, among others, the transformation of the vocational training system, more specifically, ways to revolutionize the educational-training practice of vocational schools. ([szakiskola](#))

As to regulating the output of the upper secondary education, the appearance of the European Qualifications Framework, (EQF hereafter), is an important development. The draft, elaborated by the European Committee for the initiation of the heads of government of the EU Member States, was accepted by the European Committee on 5th September, 2006. The primary aim of the document is to define the different qualifications that can be obtained at the different levels and branches of education in specified forms of *learning outcomes*. By learning outcomes the knowledge, skills and competences are meant that one acquires by the termination of the learning process. By the harmonization of the outcome levels of upper secondary education and the EQF levels, it is an important task for the future period to create a national educational framework.

The topics examined by the Education Roundtable (*Oktatási Kerekasztal*) include the reform of the second phase of public education and the school-leaving examination ([érettségi vizsga](#)). The most significant problems of the period of grades 7-12 and 9-12 are traced back to selection that is high

compared to other countries, to the lack of pedagogical culture built on differentiation, the short period of education in European comparison and the quality of knowledge. Further to the above, a radical reform of the school-leaving examination (*érettségi vizsga*) is necessary, in relation to which there are two major problems: the more or less dysfunctional two-level arrangement of the exam and the superficially large number of optional subjects. (The exams taken at advanced level are below 5 per cent in Hungarian language and Literature as well as in Mathematics; in 2007 only 19 of the more than 130 optional exam subjects were chosen by the more than one thousand pupils.)

Recommendations include the establishment of a uniform, twelve-class school. In order to lower the huge differences among schools, research and developmental programmes aiming at developing the methodology of the co-education of heterogeneous learning groups should be launched. The relation of public education and vocational training has to be entirely renewed; a considerable part of vocational training has to be gradually transferred into other forms of education, especially into tertiary education. The two levels of school-leaving examination (*érettségi vizsga*), now bearing little function, has to be terminated, and scientifically established content standards are to be developed.

5.3. Specific Legislative Framework

The legislative groundwork of upper secondary education is the Constitution, and the Act on Public education (*Act LXXIX of 1993 on Public Education*), the Act on vocational training (*Act LXXVI of 1993 on vocational training*), and the Act on vocational training contribution (*Act LXXXVI of 2003 on vocational training contribution and the support of the development of the vocational training; 199/100. Government Decree on regulations of the School leaving Examination*). These pieces of high level legislation provide the basic principles of that level of education and the specific features of its institutions, the set of rights and responsibilities of pupils and teachers, with special regard to the characteristics of vocational education.

Ministerial decrees partly overlap with the content of Chapter **4.3.** however, as regards vocational training; it is worthwhile noting the Ministerial Decree on the National List of Qualifications and the Vocational Training Contribution.

5.4. General Objectives

The general objective of upper secondary education is to enable the exercise of the constitutional right to culture and education, and the performance of the obligation of school attendance, also provided by the Constitution, with due respect of the consideration of equality of opportunities. It is another basic objective that the freedom to learn (and specifically the free choice of institution) should materialise in the spirit of the liberty of conscience and the freedom of religion. Encouraging the love of the homeland, and the national and ethnic minorities' right to be educated in their own mother tongue should likewise be realised.

The more specific objective of upper secondary education is to lay the foundations to general culture and education, and to prepare pupils for the [érettségi vizsga](#). A general aim of upper secondary education is that following the age of compulsory schooling, pupils should be able to prepare for a successful vocational examination ([szakmai vizsga](#)) in any of the vocations listed in the National List of Qualifications, and acquire knowledge sufficient to begin their own independent career.

Upper secondary education may be organized in different types of educational institutions. See it in more details in chapter [5.5](#).

It is necessary to point out that at each year of the [gimnázium](#), in grades 9-10 of the [szakiskola](#), in grades 9-12, and 13 at the [szakközépiskola](#) the aim is to create the groundwork for general education and culture. Integrated in these structures are the specific principles of the individual types, such as [gimnázium](#) where the aim is to prepare the pupil for higher education, or the [szakiskola](#) where in the 10th grade vocational preparatory theoretical and practical lessons are delivered in maximum 40% of the compulsory time frame.

Equal opportunities are a priority objective in upper secondary education as well. The legislative prohibition of any negative discrimination of pupils also applies to upper secondary education. To ensure equity in education, the law declares the paramount priority of protecting the interests of the child above all else and also prohibition of unnecessary load on the student in the course of decision making. The legal definition of the disadvantaged and multiply disadvantaged child is also applicable in upper secondary education along with the related obligations. See details under Chapter [4.4](#). The realisation of this objective is guaranteed by schools with compulsory admission (by region). It is a new regulation that pupils cannot be subject to any entrance examination. If the student attends primary school ([általános iskola](#)) and [középiskola](#) in the same institution, then the continuous studies cannot be subject to any entrance examination, he/ she can progress to the relevant institution type of upper secondary education according to the pedagogical programme of the school.

Equal opportunities are further improved by the free provision of services described in the law (in vocational training the first and for a certain group of students the second vocational qualification), and in the [szakiskola](#) the provision of remedial (vocational) education. The latter is available to those who are past 15 years of age, but did not manage to complete the 8 grades of [általános iskola](#). Students who possess the certificate of finishing single structure education and do not wish to continue their studies at 9th grade at [szakiskola](#) may also join remedial education. These pupils, after finishing remedial education of 1-2 years within full time schooling, may prepare to take the vocational examinations.

In order to improve equal opportunities, multiply disadvantaged pupils at [szakiskola](#) may participate in preparation course of integration and skills development programme. Education is provided by a special programme and frequent evaluation of the pupils. The aim besides personal development is to help handling learning failures and ease social disadvantages. The details of this form of educational provision are laid down in a Government decree no. 11/1994 of MKM on the operation of the public education institution. The state has declared several central (ministerial) programmes (talent management, accommodation in halls of residence ([kollégium](#))) in order to improve equal opportunities. [középiskola](#), [szakiskola](#) and [kollégium](#) teaching-educating based on these receive significant financial subsidy from the central budget. The support is given to maintainers, who are obliged to give it to the school [kollégium](#).

Preparation for adult life and the world of labour mainly appears as a priority requirement in the [szakiskola](#), and in the [szakközépiskola](#) where, apart from general subjects, pupils are given the option of vocational orientation and, both theoretical and practical vocational grounding, and the preparation for a vocational examination by the requirements of the National List of Qualifications.

Preparation for 'partial' vocational qualification is also possible in special [szakiskola](#) and in special skills development [szakiskola](#).

Motivation to continue studies is the strongest in the [gimnázium](#) but from grade 11 onward even here there is the option of taking both theoretical and practical lessons preparing and facilitating entry in employment.

The Act of Public Education taxatively lists free and for-fee services. Until the 10th grade most services are free. Fee payment is typical only beginning from the 11th year and in adult education (and primary art schools ([alapfokú művészetoktatási intézmény](#)) and even there only for certain services). From 2006 some of the students with special educational needs and multiply disadvantaged pupils can use the services free of charge.

Pupils may receive financial and in-kind grants to reward their academic achievement, or on a social basis. Donors may include, in addition to the state, the school, the maintainer, and/or various foundations. In vocational training they receive support as stipulated in their study contract.

5.5. Types of Institution

The phase of upper secondary education/training begins in grade 9, and finishes, in [szakiskola](#) at the end of the grade 10, and in [szakközépiskola](#) at the end of grade 12. The phase of upper secondary education/training splits into two parts:

- 1 consolidating general education beginning in grade 9, and lasting until the end of grade 10 or 11,
- 2 consolidating general education and facilitating career orientation beginning in grade 11 or 12, and lasting until the end of grade 12 or 13.

In the present structure of Hungarian public education the institutions of upper secondary education correspond practically to upper secondary (ISCED 3) level. Consequently the majority of institutions have four grades (9-12), in vocational training institutions (chiefly [szakközépiskola](#)) the vocational training grades (in a number specified in the National List of Qualifications) are built on the four grades of general education, while in [szakiskola](#) grades 9-10 are meant to give basic general education and culture, and vocational training begins in grade 11 in a number specified in the National List of Qualifications. Bilingual upper secondary schools ([középiskola](#)) depart to some extent from the four-grade pattern if they begin their teaching with a grade of language education, to be followed by four grades to deliver general education and culture, or in the case of the [szakközépiskola](#), a specified number of grades of vocational training. In bilingual upper secondary schools ([középiskola](#)) the [középiskola](#) education may finish in grade 13. Education may be finished in grade 13 also if education and training contains intensive foreign language (and/or minority language) teaching in at least 40% of the time frame provided in the 9th grade of [gimnázium](#) or [szakközépiskola](#). Furthermore the same situation applies if the school prepares the students by specialized education for the advanced level

érettségi vizsga. At least 25% of the time frame not used for learning a foreign language must be used for ICT education and the remaining must be used for improving skills and competencies.

So-called alternative structure **gimnázium** (with 6 or 8 grades) also include part or all of lower secondary education (ISCED 2). Education and teaching begins, in the six-grade **gimnázium** in the seventh, in the eight-grade **gimnázium** in the fifth grade, to finish in both in grade 12. In an alternatively structured bilingual **gimnázium** the grade in which students fulfil their intensive language learning may be organized in another grade than 9th.

year	8 grade (gimnázium)	6 grade (gimnázium)	4 grade (gimnázium)	bilingual (középiskola)	(szakközépiskola)	(szakiskola)
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						

	year to lay foundations of general education and culture
	number of years of vocational training specified in the National List of Qualifications
	optional vocational training in a szakközépiskola

The **gimnázium** offers education and teaching (hereinafter upper secondary school education and teaching) to ensure the basics of general culture, and to prepare for the **érettségi vizsga** and for higher education but from grade eleven onward both theoretical and practical lessons aimed to facilitate and prepare for employment may be given. The role of the **gimnázium** is to prepare for the **érettségi vizsga** and for higher education studies as well as employment.

The **szakközépiskola** has four grades (in bilingual schools it may be four or five) of upper secondary school (**középiskola**) giving the basics of general culture. From grade 9 onward vocational orientations is possible as specified in the National Core Curriculum, and from grade 14 onward theoretical and practical vocational qualification group related grounding training may also be provided in accordance with the National List of Qualifications. In **középiskola**, education and training begins in grade 9, and lasts until grade 12, or in bilingual schools until grade 13. The number of grades of vocational training preparing for the vocational examination (**szakmai vizsga**) is specified in the National List of Qualifications. In the event that the **szakközépiskola** prepares for several qualifications, the number of grades of vocational training may differ in the various vocational training courses depending on the time needed for preparation.

The function of the **szakközépiskola**, in the upper secondary school (**középiskola**) grades, is to prepare for the **érettségi vizsga**, for higher education, for employment, and for inception of vocational training. The vocational training grade of the **szakközépiskola** prepares for the completion of the last grade of the upper secondary school (**szakközépiskola**) as specified in the National List of Qualifications, and

for the vocational examination ([szakmai vizsga](#)) enabling successful candidates to assume positions where upper secondary qualification is required. It is possible for a [szakközépiskola](#) to have only vocational training grades in the event that it only prepares pupils already holding an [érettségi vizsga](#) for the vocational examination ([szakmai vizsga](#)).

The [szakiskola](#) has grades 9-10 to provide general basic education, and a number of vocational training grades required for obtaining the given vocational qualification, as described in the National List of Qualifications. If the [szakiskola](#) prepares for several qualifications, the number of grades of vocational training may differ in the various vocational training courses depending on the time needed for preparation. Grades 9-10, in addition to education and teaching of general culture, may offer theoretical and practical lessons of career orientation, vocational preparation, and vocational grounding. The vocational training grades prepare for the vocational examination ([szakmai vizsga](#)) specified in the national list of qualification, and not conditional upon completing the final grade of the upper secondary school ([középiskola](#)) or passing an [érettségi vizsga](#).

There are an increasing number of multipurpose institutions in upper secondary education. Little more than 10% of [szakiskola](#) are single profile institutions. The majority operates together with a [szakközépiskola](#), and some even launch [gimnázium](#) forms. With the proliferation of multipurpose institutions, this process has further continued recently: the number of multiple institutions has increased, which merge several member institutions which, in most cases, provide both primary and upper secondary education. A characteristic type of vocational training is accredited post secondary training provided in [szakközépiskola](#) or a higher education institution, and issues a nationally listed qualification at the end. An important feature is that part of the vocational training courses may be taken into account – with the appropriate credit value – for studies continued in higher education [főiskola](#) or university ([egyetem](#)).

5.6. Geographical Accessibility

Upper secondary schools ([középiskola](#)) admit students from a region or county. A significant part operate in the capital city, in county towns, or other cities, and they offer teaching to pupils living in smaller communities, small cities in their catchment area, in addition to the local population. There is no denying that city dwellers and especially those living in the capital city or in county towns stand a better chance at entrance examinations, and when a non-local candidate is admitted, they will have a harder time attending due to all the travelling/commuting, and living in a hall of residence ([kollégium](#)). The available network of [kollégium](#), and the government programme supporting talented but disadvantaged students are only a partial solution. Finding the vocational training institutions suitable to one's needs and interests is particularly difficult as a considerable part of [szakközépiskola](#) and [szakiskola](#) teach one or two, but no more than three or four trades. If those few fail to answer the pupil's needs, they are confined to pursue their education away from their home, many times in a different county. A special situation has developed in the capital city and the commuter belt around it. As a result of the uniquely rich vocational training offer of the former, and the much more deficient offer of the latter, about one quarter of upper secondary school ([középiskola](#)) pupils learning in the capital city are commuting – most on a daily basis – from some community in the conurbation zone to a Budapest school.

Geographically equally uneven is the offer of six and eight-grade [gimnázium](#). While in some counties such alternative structure [gimnázium](#) offer over 30% of the places (Pest, Tolna, Bács-Kiskun counties and Budapest), the same ratio ranges around 10 and 15% in other regions (Csongrád, Vas, Jász-Nagykun-Szolnok counties) or remains below 10% (Szabolcs-Szatmár-Bereg counties).

5.7. Admission Requirements and Choice of School

The free choice of upper secondary school ([középiskola](#)) is an entitlement laid down in legislation of any school-age pupil. At the same time the upper secondary school ([középiskola](#)) may determine the educational conditions of creating a students' legal status with some exceptions provided in legislation, i.e. it may set admission criteria, and stage entrance examinations. The school must publish its admission criteria in the Entrance Examinations Information Brochure, by a specific date in the schedule of the academic year. If the school stages an entrance examination, such an examination must be passed before a board consisting of teachers of the school. The members of the board are appointed by the principal. The entrance examination may be organised for candidates in a manner provided in legislation. Six and eight-grade [gimnázium](#) may participate in the central written entrance examinations system provided that the school was target to an average over-application of at least 1.5 times over the past three years. Sitting for the central entrance examination is compulsory for candidates if the school so prescribes. In case the secondary school organizes an oral examination, the parent may be at present when his or her child is being examined.

The [középiskola](#) may organize entrance examination in mathematics and Hungarian language using the centrally developed tests for students applying for the 9th grade. Students should primarily be chosen according to their educational achievements and results if they apply to classes lower than the 9th grade. In case it cannot be decided in this way which students best fulfil the requirements set by the school then the school may organize oral or in case of an extraordinarily high number of applicants by strictly following the rules a written examination. It is considered to be a high number of applicants if the average number of candidates on the basis of the past three years was at least 1 and a half times more than the number that can be accepted.

Schools may organise entrance examinations independently from the central entrance examination. At the independent entrance examination schools may only set requirements that were part of the pupils' natural development path in their earlier studies. Skills, competences and knowledge that could not be gained through mainstream education cannot be examined and cannot be part of the entrance examination. The processing of applications and admissions is performed by a central computer system. The candidate may submit their application to any number of faculties of any number of upper secondary school ([középiskola](#)), indicating priorities. With these priorities and the decision of the schools concerning admission the system will generate the appropriate notification to the candidate. At the same time the ultimate decision on admission lies with the school (the principal).

If the [szakiskola](#) or the [szakközépiskola](#) prepare pupils for a vocational qualification that prescribes the fulfilment of some medical or job aptitude requirement, then the relevant expert opinion concerning medical or job aptitude must be taken into account on admission to the first grade of vocational training, on taking the pupil over from another institution, or on progression. Of course, regardless of the entrance examination, and other special criteria, inception of upper secondary education ([középiskola](#)) is conditional on completing the appropriate grades of [általános iskola](#).

5.8. Registration and/or Tuition Fees

Act LXXIX of 1993 on Public Education provides an itemised list of services of upper secondary education that are provided by the state free of charge. The list includes the grades of education providing general education, and curricular sessions in [gimnázium](#), in [szakközépiskola](#), and in [szakiskola](#), the obtainment of the first and the second vocational qualification, working clothes, protective garment, and hygiene supplies. Even though with restrictions, re-taking a grade also belongs to the list. Educational and trade competitions, and usually the programmes indicated in the school's pedagogical programme e.g. study tours, forest school are free of charge. School examinations, daytime supervision, using the school's facilities (e.g. the library, the laboratory, etc.) are likewise free of charge. The same applies to [kollégium](#).

The compensation fees of upper secondary education are also regulated by the Act on Public Education. Compensation fee is obligatory to pay in cases required by the law. These include some extracurricular sessions, daytime supervision after classes from grade 11 onward in [gimnázium](#) and [szakközépiskola](#), and re-taking a vocational training grade in the [szakiskola](#) for the second time if it becomes necessary due to not complying with educational requirements.

Since 2005 a tuition fee must be paid for acquiring a second vocational qualification, and since 2006 only some of the students with special educational needs and multiply disadvantaged students have been exempted from this.

Services subject to tuition fee payment of upper secondary education are found in the same legislation. That is likewise an obligatory form of payment. These include education/teaching not forming part of the pedagogical programme, re-taking grades from grade 11 onward or repetition of third or further grade in the vocational training grade of the [szakiskola](#), etc.

The rate of the compensation and the tuition fee may be computed from the percentages established in the Act on Public education. If the law prescribes compensation for a service, than it is an obligation to collect it. In absence of it, the maintainer will not receive normative state subsidy for the student in question. In the case of non-state maintained institutions a written agreement concluded with the pupil or the parent is the basis of any payment obligation.

The maintainer sets the regulations based on which the principal decides on the exact amount of compensation or tuition fees, discounts based on performance or social status, further support over the statutory requirements or the method of payment. If, however, school collects compensation fees or tuition fees as a business activity, the maintainer is not entitled to it.

5.9. Financial Support for Pupils

State provided upper secondary education is characteristically free of charge. Compensation fees or tuition fees may only be claimed in cases specified in the Act on Public education. An exception is

when the school provides a service in the framework of an enterprise. In such a case the school itself is entitled to determine the scope (which services are included), the rate, and the use of the compensation or tuition fee.

With a view to supporting pupils, the Act on Public education has determined the set of services along with the maximum level of payment to be claimed. It is also a requirement that the tuition or compensation fees must be reduced in accordance with the pupil's academic achievement. In addition, the local government must provide legislation to regulate the principles relating to the compensation fee, the tuition fee, services in addition to what is prescribed in legislation and further support. The specific decision is made by the principal.

Financial support of pupils is granted partly on social grounds, and partly on the basis of academic achievement.

The state provides monthly family allowance to help with the schooling costs of families. That support is granted on general eligibility to the custodial parent until the child reaches the end of school age, or completes their upper secondary education ([középiskola](#)), until the age of 23.

In addition to funding by the state, the local government may also find families with children eligible for the provision of financial allowances and support (regular child protection support) based on social needs since 2006. The parent must apply for this allowance, and must prove that his/her social circumstances justify the support. If eligible, the child receives meals at school free of charge or at a discount price and two times a year the family receives small amount of financial support, and the child may take advantage of other reduced fares and allowances prescribed and listed by legislation.

On request of the parent the local authority at occasional cases may support the parent of the child when there are extra/incidental expenses related to schooling.

A socially defined group of pupils are entitled to free textbooks in accordance with the Textbook market Act of 2001. That support is available to pupils permanently sick or with special educational needs, pupils living in families with three or more children, all participating in mainstream full time education, furthermore to pupils who regularly receive child protection support, and students who are over 18 and are themselves entitled to family allowance. Previously, all students brought up by a single parent used to be entitled to the support but since 2007 only those students being brought up by a single parent have been entitled to free textbooks who are recipients of regular child protection support. Entitlement may be proved by documenting family allowance, and submitting the appropriate statement by the parents, in case of special educational needs, the expert's opinion, and for regular child care protection the written justification of the town clerk.

Feeding the children may also be supported on the basis of social considerations. Support is provided to students living in families with three or more children, chronically ill or disabled or receiving regular social support. It is an important point that only participants of full time education are eligible to the support. The rate of the support is 50%. Eligibility is based on proof of family allowance and benefits received from the local government.

The state grants a student card to pupils that entitle them to reduced fares in public transportation and some other discounts in certain shops and cultural events. Pupils can prove their student status and their eligibility to certain allowances and discounts with this card which is issued by the school.

A pupil of compulsory school age, whose school of compulsory admission is in a community other than where he resides is entitled to free travel to school. Such free travel is ensured by the local government of their place of residence. Eligibility is certified by the town clerk.

The state provides an option for employers to provide a tax-free school start grant of 20.000 HUF, which may be used to purchase textbooks, educational tools and clothing.

Pupils' performance at school may entitle them to scholarships. These may be provided by the school, the maintaining local government, private individuals, and foundations. Granting is based on the decision of the teacher's or the teaching staff's recommendation.

The student must be paid for every product – such as novels, essays, musical pieces, inventions – owned by the institution created by the student, or that was created with the cooperation of the student.

Financial support to pupils in vocational training is regulated by legislation, of which the most important is Act LXXVI of 1993 on vocational training. The Act stipulates that the pupil is entitled to a monthly allowance stated in the Study Contract, amounting to a monthly sum which is at least 20% of the legal minimum wage in the first semester of the vocational year, which must be raised and based on the educational performance among other considerations. This allowance must be paid by the firm, enterprise, etc. hiring the pupil. If the student attends vocational training based on a Study Contract and acquires a vocational qualification that is listed as one in shortage in legal regulations, s/he is entitled for an additional sum of money, which should be tax free and at least 20 per cent of the minimum wage.

In addition to the above, the pupil is also entitled to sick-pay as well as to discounted meals, working clothes, individual protection gear (garment), hygiene supplies, and reimbursement on travel costs.

5.10. Age Levels and Grouping of Pupils

The Act on Public education divides the level of education in question into two phases, namely upper secondary education and teaching, and the phase of school-based education and teaching preparing pupils for the phase aimed at obtaining a vocational qualification. As the numbering of grades at school is continuous from the first grade of *általános iskola* to the last grade of upper secondary school (*középiskola*), the upper secondary phase begins in grade 9, and finishes at the end of grade 10, 12 or 13 (depending on the type of school).

Due to reforms introduced in 2004, upper secondary education is further divided into two phases: the first phase starting in grade 9 and lasting until the end of grade 10 or 11 aims to build general knowledge; and the second phase starting in grade 10 or 11 and lasting until the end of grade 12 or 13 aims to deepen the gained knowledge and – according to the individual interests of the students – provides specialized help in career guidance and orients and assists the students in planning further education and training.

The phase of obtaining a vocational qualification – rooted in the previous phase – begins after upper secondary education, and finishes in the vocational training grade specified in the National List of Qualifications.

As a result of reforms implemented in 2006 students may start their vocational classes within compulsory education after reaching the age of 16. There are several points of the educational path where the student may begin vocational studies: before or after finishing the lower secondary general studies, after the 10th grade, after the 12th grade or after the upper secondary school leaving examination (*érettségi vizsga*).

It is important to emphasise that up to grade 9 in a *gimnázium* of six or eight grades, the requirements of primary education/training must be complied with.

The individual subjects are taught by specialist teachers of the given subjects in both phases. Pupils usually remain in the same class until the end of their studies except in vocational training institutions where splitting into groups is more characteristic.

Children of different age may only come together in the same group if one re-takes a grade, if one is taken over from another institution, or due to some previous sickness, travel/stay abroad or private studies.

The Act on Public education provides maximum and recommended class and group sizes. The more important from the two is maximum size because that number may only be exceeded in special cases specifically laid down in the law. Heads of institutions in violation are subject to a fine. It is up to the school to decide what percentage of compulsory and non-compulsory lessons they use divided into groups and for what lessons. It is typical for language lessons, IT lessons, and physical education to be taught in split classes.

Schools may also provide individual lessons/tutoring. The school may provide such to 1-3 pupils for purposes of talents management, help disadvantaged pupils catch up, or to teach music or when training acrobats.

5.11. Specialization of Studies

The option of specialisation is offered as a choice among several types of education upon enrolment in upper secondary education, since vocational training provided in the framework of the school system offers a wide range of trades to candidates, while [gimnázium](#) education primarily prepares for higher education, and ensures the option of a later choice of a career. The National List of Qualifications, determining the orientation and the number of vocational training grades in 2004 lists 812 vocational qualifications (prior to the last update in 2001 the same number was 943). Joining in the various programmes requires some prior training in most cases (completing 8 or 10 grades, last grade of the upper secondary school ([középiskola](#)), [érettségi vizsga](#), etc.), and only 4.6% require no formal qualification.

The new modified National List of Qualifications published in 2006 provides a large scale of specialization options with the transformation of vocational training into a modular system. In addition to the basic vocational qualification, the further types of vocational qualifications (partial, built-on, branch) and also the wide range of vocational requirements modules within the vocational qualifications offers multiple ways of qualification for students. It is all further specified with the detailed and diversified aspect of the competences defined in the professional and exam requirements. However, it is still a task to validate and accept the informal and non-formal learning outputs as outcomes as well as to further improve the examination system and the institutional network of testing in this respect.

The [gimnázium](#) offers different ways for specialisation (e.g. raised level of education, optional lessons, etc.). These are in effect solutions preparing for specialisation following upper secondary school ([középiskola](#)). The school system ensures options of inter-school mobility at the primary level, which later becomes much more difficult in upper secondary school ([középiskola](#)), especially in vocational training. Fluctuation mostly takes place between the [szakközépiskola](#), and the [szakiskola](#), mainly in grades 9-10.

5.12. Organisation of School Time

The schedule of the academic year is determined by the Minister of Education and Culture, and that is binding for every school regardless of the identity of its maintainer. Bearing in mind that schedule, schools will design their local schedule, and include it in the school's working plan. That is at the discretion of school management to decide, but the school board and the parents' association, and the pupils' self-government have the right to express their opinion concerning it.

The local schedule must contain the date of the working days on which no education is provided (the number of these is regulated by a ministerial decree), the length of holidays, the time when national and school festivals are celebrated; the time of the pupils' general meeting; and the time of the meetings of the teaching staff. The school and the [kollégium](#) mutually inform each other of the accepted local schedule.

The maximum number of compulsory lessons per day is set in Act LXXIX of 1993 on Public Education and Act LXXVI of 1993 on Vocational Training. It provides that in grade 9-10 five or six, from grade 11 six compulsory classes may be given per day in secondary schools ([középiskola](#)). In vocational training the number of vocational theoretical and practical lessons is maximized. In vocational courses

theoretical classes may not exceed seven lessons per day, while the total of theoretical and practical lessons may not exceed eight lessons per day.

Schools may also schedule non-compulsory (elective) classes in the light of pupils' interests and needs. The maximum number of these in each grade is specified by the law in percentages. The daily timetable must be based on the statutory average of 45-minute lessons for theory classes, however the school may organize longer (maximum 60-minute) or shorter lessons. In vocational art education lessons may be longer: up to 90-minutes per lesson. When calculating teaching load, however, 45-minute lesson equivalents must be used. Theoretical education may be organized between 8am and 7pm with the exception of vocational art education institutions where lessons may end at 8pm. The first lesson may be organized 45 minutes before 8am if the local parents' organization and the students' self-government approve. Breaks must be provided for students between compulsory lessons and extra-curricular activities. This must be regulated by the house rules of the institution.

Practical training must be organized in 60-minute lessons. Students' work schedule matches the work schedule of the training organizer. The legislation however includes restrictions to protect the students' interests, such as practical training must not be held on the same day as theoretical classes or the vocational examination. The time of training cannot exceed 6 and 8 hours a day in case of underage and adult learners, respectively. If the time of practical training exceeds 4.5 hours a day, students must be provided a minimum 30- minute uninterrupted break.

5.12.1. Organisation of the School Year

Schools must organise their work to fit into the school year. That must be enough to deliver the education required in a year. A ministerial decree provides the first and the last teaching day of the academic year. As a general rule, school year starts on the first workday of September and finishes on 15th June or the last workday before that date.

The decree states the actual number of days taught (in the 2007/2008 academic year 181 days in full time [gimnázium](#) of mainstream education, and 180 days in [szakközépiskola](#)), and determines that the teaching staff may use five days without teaching for pedagogical purposes, of which the agenda of one day may be determined by the pupils' self government. The decree also sets the dates of the autumn, the winter, and the spring holiday. The school may depart from these under specified circumstances, but may not alter the initial and the final date of the academic year.

The school year consists of school weeks of five days. Saturdays and Sundays are resting days without teaching. Pupils must be given resting days also on holidays. A summer holiday of at least thirty consecutive days must be given following the last day of the academic year. However, educational institutions are open on all weekdays of the year unless it falls on a national or public holiday. They are also open on weekdays during school and summer holiday, when administrative work is carried out by a reduced number of school staff on duty.

At the request of the school board and the pupils' self-government school weeks may consist of six days, Saturday being the sixth if the maintainer approves of the change. The principal may order

school weeks to last for six days with the agreement of the maintainer provided that an extraordinary school holiday would prevent the full delivery of the required teaching material. In this case the school is open on Saturday as well.

The pupil must be given at least three periods of teaching holiday, of which two must last for at least six and one for at least four consecutive days.

In vocational education, students in practical training with a student contract must be allowed 30 days of holiday time, or 35 days if the student is less than 19 years old.

10 days of preparation time must be allowed before the vocational examination in order that students have time to prepare for the exam.

5.12.2. Weekly and Daily Timetable

Upper secondary education is organised characteristically for five-day weeks, and the majority of schools teach in the morning (usually between 8 a.m. and 2 p.m.). Pupils' weekly lesson numbers are composed of compulsory and non-compulsory (optional) lessons. The former must not exceed five or six lessons (5.5 on a weekly average) in the grades 9-10, and in the upper secondary school (*középiskola*) from grade 11 onward, six lessons per day. In the vocational training grade the compulsory theoretical lessons may not exceed seven a day, and the total of classes in theory and practice may not exceed eight a day. Non-compulsory lessons arranged to meet pupils' interests and needs are usually aimed at helping them catch up or make progress, manage their talents, and ensure consultation time. The time frame per week to be used for these purposes may be up to 45% of the compulsory teaching time in grades 9-10, 60% in grades 11-13, and 5% in the vocational training grades. The principal may allocate more time than this with the consent of the maintainer. Further extra lessons are available for teaching in schools of national or ethnic minorities or teaching pupils with special educational needs. The school may arrange further sessions in addition to the regular set of classes (study circles, self-study groups, sports groups, school choir, etc.) to meet the needs or the interests of its pupils, or if its pedagogical programme so justifies. Day time supervision of pupils after classes and afternoon study hours may be a special service of the school, which is a structured period of extra-curricular learning if parents require so. That is available for two hours a day in grades 9-10.

Lessons last 45 minutes, the practical training lessons in vocational training last 60 minutes and there are recreational breaks of 10 or 15 minutes between the classes. Classes usually begin at 8 a'clock, and finish at 14 a'clock, and afternoon (non-compulsory) sessions usually begin at 15 a'clock. For pupils staying on there is lunch break between the two periods. The length of the breaks, the schedule of classes and extracurricular sessions are set by the school, and laid down in its internal regulations (e.g. the house rules), thus the rationale of certain schools may diverge from the general pattern described above. School may – with the consent of the parent association and the student union - introduce a so-called *class 0*, which may not start earlier than 7.15 in the morning, or may hold classes even after 14 hours.

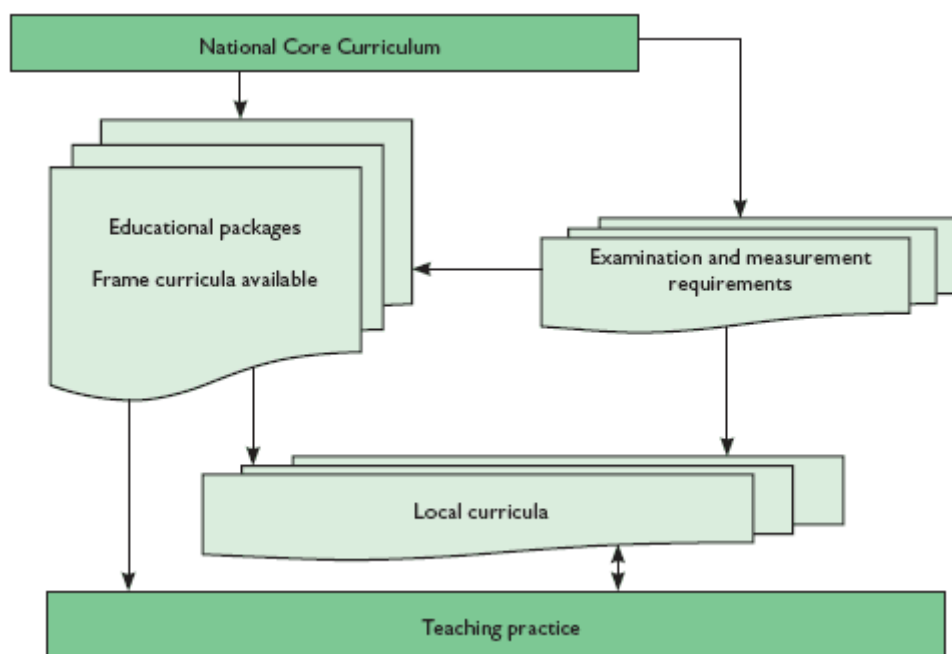
The 5-days-a-week system

LENGTH OF SCHOOL DAY, EACH DAY OF THE WEEK					
	Out-of-hours provision (before lessons)	Lessons (starting and finishing times in the morning)	lunch break	Lessons (starting and finishing times in the afternoon)	Out-of-hours provision (after lessons)
Monday-Friday	optional class 0	8-14	14-15	optional 14-14.45	from 15 hours on

5.13. Curriculum, Subjects, Number of Hours

In Hungary, since 2000, the content of teaching-learning has been legally specified in a three- level curricular regulation.

The system of content regulation



Source: Vágó – Vass, 2007

In Hungarian educational policy, the National Core Curriculum 2003 (NCC) is the highest level regulatory document concerning the content of curricula. Its main function is to lay down the principles and conceptual basis of public education and, at the same time, ensure the autonomy of schools in selecting educational content. The NCC lays down the national objectives of public education, identifies the main areas of knowledge to be transmitted, provides guidelines on how to spread this content over the various phases of public education, and defines the key development tasks (i.e. the cross-curricular fields) in the various phases. By giving a summary of the fundamental knowledge and skills to be acquired at school, the NCC ensures the consistency and coherence of public education. (The compulsory school age is raised from 16 to 18 in a phasing-out system. In 2007/2008 pupils who have to attend school until they are 18 are in grade 10.)

The second level of regulation serves to provide content and methodology support. At present it primarily consists of the accredited Framework Curricula ([kerettanterv](#)), developed in accordance with the NCC, to provide more detailed guidelines. Together with the NCC, these Framework Curricula serve as a point of orientation for the authors and editors of textbooks, the developers of resource materials, examination requirements, national assessment and evaluation tools, and first and foremost for the teaching staff of schools who are responsible for developing or compiling local curricula. Another element at the content level regulation is the educational programme ([oktatási program](#)), a collection of programme packages that also provide methodological tools and instruments as they contain supporting documents and professional aids.

At the third level, educational content is regulated by the Local Curricula of the schools. The basic requirement for Local Curricula (and the criterion for the authorisation thereof) is compliance with the NCC requirements. There are three options for teaching staff in preparing a school's Local Curriculum: (a) the school may adopt a completed Framework curriculum; (b) the school may compile its Local Curriculum using the available curricula, educational programmes and programme packages; (c) the school may develop - or may already have - its own Local Curriculum. The pedagogical programme is created by the teachers of the school, it is approved by the teaching staff, and it is authorized by the maintainer, based on experts' opinions.

For upper secondary schools it is inevitable to take into account the requirements of the [érettségi vizsga](#) and, for all schools, the system of requirements of the National Competence Measurement. Both of them operate as strict content regulatory instruments as the requirements set by them have a significant impact on the local curricula and on the teaching-learning activity.

As it is explained above, the content regulation of the Hungarian education system is mixed, as on one hand there is a highly flexible National Core Curriculum regulating the input side and on the other hand there is the much stricter evaluation, the [érettségi vizsga](#) that is strongly based and focuses on the output while the competence measurement also serves but proves to be a less strict output based instrument.

5.13.1. The National Core Curriculum

The uniformity of content of education/teaching and the cross-over options between schools is ensured by the National Core Curriculum in the phase of the public education meant to provide the fundamentals of general culture and studies (in any type of primary, lower secondary, and upper secondary education). The National Core Curriculum also includes the curricular standards and basic principles about the education of pupils of national and ethnic minorities, pupils with special educational needs and the educational tasks of institutions in connection with health, environmental and consumer protection education. The NCC may have obligatory provisions in connection with organizing education, especially about limiting the weekly and daily workload of pupils. Contents included in the NCC are implemented with the help of the accredited Framework Curricula ([kerettanterv](#)) .

The National Core Curriculum was created by the most renowned researchers of education science, and experts of curriculum design and the drafts they had prepared were submitted to the wide professional public for discussion, thus it took more than half a decade for the last version to crystallise. The National Core Curriculum was issued by the government in 1995, and implementation

was supported by a host of teacher further training courses, and an electronic curriculum bank containing model curricula. That core curriculum was introduced in the 1998/99 academic year in an upward system from grades 1 and 6.

In 2003, after the NCC had been extended to all grades of compulsory education, a revision of the Core Curriculum was carried out and as a result of it the new (2nd) National Core Curriculum 2003 was issued (Government Decree 23/2003 on the issuing and implementation of the National Core Curriculum). The new central, content regulatory document is implemented from the academic year 2004/2005 in the 1st grade and will be used onwards in an upward system.

The National Core Curriculum accepted in 2003 is structured into three main parts: the introductory part contains those general values of development and principles which are inevitably in the need of those living in democratic society. It is followed by the most emphasized cross curricular fields containing those interdisciplinary areas and competences that should be developed in each of the cultural domains. The third part comprises the areas of development of the cultural domains. The contents to be learnt and key competences to be developed are described in this part. Due to its genre and its regulatory role in public education, the document defines the development tasks on an outcome basis, at the end of each pedagogical period (grades 4, 6, 8, and 12). Taking into consideration international trends and international and domestic expertise, the focus of the document shifted to skills development and centres around active learning. As a result of this the NCC of Hungary has become competence based that is in line with the programmes of OECD and the reference framework of the EU.

The National Core Curriculum specifies the principles, aims and development tasks of education/learning in various cultural domains. The NCC 2003 as a core curriculum does not contain or prescribe concrete syllabuses, elements of cultural canons or detailed requirements. According to its new task it does not regulate school practices; instead it serves as a point of orientation for authors and editors of Framework Curricula ([kerettanterv](#)) and Local Curricula, as well as for programme developers.

The National Core Curriculum does not prescribe obligatory specialized subjects only in those cases where the specific cultural domain covers one specialized subject matter, for instance in the case of Mathematics or Hungarian Language and Literature.

The National Core Curriculum expresses no specific lesson numbers for the time to be spent on the 10 areas of learning, but only in approximate percentages giving the lower and upper limits, thereby increasing the flexibility of framework curricula ([kerettanterv](#)) and schools in designing their own local curricula (table 5.1.).

Table 5.1.: Lesson ratios (%) of cultural domains in the National Core Curriculum in the two phases of upper secondary education

fields of learning/teaching time ratio (%)	Grades 9-10	Grades 11-12*
Hungarian Language and Literature	10-15	10
Modern languages	12-20	13
Mathematics	10-15	10
Man and society	10-15	9
Man and nature	15-20	10
Our earth and our environment	4-8	-
Arts	9-15	5
Information technology	6-10	5
Everyday life and practical knowledge/skills	5-10	-

Physical exercise and sport	9-15	8
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Source: Appendix to government decree 243/2003 (XII. 17.)

* In the last two years of upper secondary education, taking in consideration the great variety of education and training programmes, only the minimum ratios as of 70% of the total time frame of lessons are given.

The minimum ratios of the cultural domains may be modified in a way that the minimum amount could be 80% of the total time frame in grades 9-10, and the minimum amount could be 60% of the total time frame in grades 11-12 on the condition that the ratios given within the individual cultural domains do not change.

In the academic year of 2006/2007 the National Core Curriculum was revised again. The most essential alteration made to the document was the key competences. In order to emphasize the priority of competence based teaching, the adaptation of the framework of the European Union (Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning (2006/962/EC) was included in the 'Common values in teaching-educating' part of the core curriculum. The NCC 2007 was issued by the government, and published as the annex of the 202/2007 Governmental decree.

5.13.2. The framework curricula ("kerettanterv")

The 2003 amendment of the Act on Public Education completely changed the role of framework curricula ([kerettanterv](#)) in the legislative control of education. The framework curricula ([kerettanterv](#)) are no longer part of the central legislative control structure, their use is not compulsory for schools in the future. Since 2004/5 the institutions have been able to select from a set of framework curricula ([kerettanterv](#)), based on the National Core Curriculum 2003, instead of using the former single framework curriculum ([kerettanterv](#)) provided by the Ministry responsible for education for each school type. The new accredited framework curricula ([kerettanterv](#)) are merely providing professional assistance to using the new National Core Curriculum 2003. The Framework Curricula ([kerettanterv](#)) contain recommendations for the aims of education, the system of subject matters, the topics and requirements of specific subjects and its requirements by grades, the available time frame, and implementation of health and environmental education and knowledge that should be acquired in connection with customer protection. Furthermore, they draw up suggestions in vocational schools ([szakiskola](#)) and vocational secondary schools ([szakközépiskola](#)) regarding education-teaching supporting general knowledge, professional orientation and training, preparation, as well as the time frames and rates of professional theoretical and practical education.

The main task of the accreditation work of the framework curricula ([kerettanterv](#)) is to examine if the particular framework curriculum meets the requirements stated in the Act on Public Education and described in the National Core Curriculum 2003. Furthermore, it also has to be investigated if the framework curriculum appropriately suits the targeted age group, and provides a coherent development of skills and competences in at least one phase (grades 9-10, 11-12) or for the whole period of upper secondary education (grades 9-12 (13, 14)), and for the full period of public education regarding the teaching of any fields of education or subject.

Framework curricula essential for the execution of educational tasks (such as special talent-developing education), as well as certain curricular elements of educational programmes and programme packages ([oktatási program](#)) can be submitted for accreditation (2/2008. (II.8.) Ministerial decree on launching and approving framework curricula on the modification of 17/2004. (V.20.) Ministerial decree).

A significant condition is that the recommended numbers of specific lessons in the framework curriculum may not exceed the ratios prescribed for the different cultural domains SET in the NCC (see Table 5.1.)

New framework curricula ([kerettanterv](#)) created by groups of professionals may be submitted to accreditation by institutions or maintainers. Several new framework curricula were accredited, among which the number of upper secondary ([középiskola](#)) level curricula are few as the phasing in of the new core curriculum system will not reach this level of education for years to come. Until 2006 8 framework curricula have been accredited primarily for [gimnázium](#) education.

The recommendations of the most widely used ([gimnázium](#)) ([kerettanterv](#)) are shown in Table 5.2., the same for ([szakközépiskola](#)) are in Table 5.3., and for ([szakiskola](#)) in Table 5.4. and 5.5.

In ([gimnázium](#)) the main aims of education are to strengthen and deepen general knowledge and to prepare students for further training or higher education. The determined development areas, contents and activities described in the framework curricula ([kerettanterv](#)) of ([gimnázium](#)) ensure the students' accomplishment of the school leaving examination, entrance to the employment market, or entrance to post secondary or tertiary education.

Table 5.2.: The annual lesson numbers of the framework curriculum ("kerettanterv") in the "gimnázium" ("gimnázium") in 2003

subjects/grades	9.	10.	11.	12.
Hungarian language and literature	148	148	148	128
History, citizenship education	74	55,5	111	96
Anthropology, sociology, and ethics			37	
Foreign language 1	111	111	111	96
Foreign language 2	111	111	111	96
Mathematics	111	111	111	128
Information technology/library knowledge	55,5			
Introduction to philosophy				32
Physics	55,5	74	74	
Biology		37	74	64
Chemistry	55,5	74		
Geography	74	74		
Singing and music	37	37		
Drawing and visual culture	37	37		
Physical education and sport	74	74	74	64
Form master's class	37	37	37	32
Sociology	18,5	18,5	18,5	16
Dance and drama	18,5	18,5		
Motion picture, and the media			18,5	16
Arts*			37	32

available for the school's purposes	55	37	148	160
Total	1017,5	1017,5	1110	960

Source: Minister of Education decree 10/2003. (IV.28.) modification of the Minister of Education decree 28/2000 (IX.21.) on the Publication of framework curricula ([kerettanterv](#))

* The content is decided by the local curricula of the particular school.

The ([szakközépiskola](#)) aims to establish general knowledge and establish and deepen vocational education and training. The development requirements, contents and activities specified in the framework curricula ([kerettanterv](#)) of ([szakközépiskola](#)) ensure the elaboration of preparatory studies, preparation for vocational training and for the school leaving examination, entrance to the employment market or entrance to post secondary or tertiary education.

The framework curriculum [kerettanterv](#) of [szakközépiskola](#) practically matches the framework curriculum ([kerettanterv](#)) of [gimnázium](#) as regards the number of compulsory [érettségi vizsga](#) subjects, but the former has only one compulsory foreign language. The central curriculum only determines the total number of lessons for natural sciences, of which each subject must be taught in a minimum number of lessons, but the school may adjust it to its own needs in the local curriculum in accordance with the requirements of the trade groups it offers, and may require extra lessons for different natural science subjects for different groups of pupils.

Preparation for a specific trade in the [szakközépiskola](#) may only take place in the vocational course (courses) following the [érettségi vizsga](#). The general grades (9-12) provide exclusively the orientation lessons to help pupils choosing a trade later, and in higher grades the pupils participate in lessons that relate to their own choice of the 19 trade groups, and which will then give them the basics for the 10-30 trades belonging to the individual trade groups. The majority of orientation and preparatory lessons may be re-grouped into lessons of general knowledge. The schools that took that option typically teach a foreign language, and/or communication to use the time thus gained, or they increase the lesson number of [érettségi vizsga](#) subjects.

Table 5.3.: The annual lesson numbers of the "szakközépiskola""kerettanterv"

subject/grade	9.	10.	11.	12.
Hungarian language and literature	148	148	148	128
History	74	74	74	96
Foreign language	111	111	111	96
Mathematics	111	111	111	96
Information technology/library knowledge				
Physics				
Biology				
Chemistry				
Geography				
Arts	37	37	37	32
Physical education and sport	74	74	74	64
Form master's class	37	37	37	32
vocational orientation and trade group related grounding	185	185	296	256
available for the school's purposes	18,5	18,5	74	64
Total	1017,5	1017,5	1110	960

Source: Minister of Education decree 10/2003 on the modification of the Minister of Education decree 28/2000 on the Publication of framework curricula (kerettanterv)

Version A of the [kerettanterv](#) of [szakiskola](#) is to develop skills and competences that are unconditionally necessary in order to enter vocational education and training ([szakiskola](#)). Version A is for pupils with weaker capabilities to help them catch up with the rest, while version B was made for pupils capable of general or good progress, whose abilities and knowledge may be further improved. In the general knowledge grades (9-10) even these schools do not provide training for any specific trade, only foundation and preparatory training, while in the vocational grades 11-12 (13) the [kerettanterv](#) leaves it entirely up to the schools how they allocate the general knowledge teaching time to individual subjects.

Table 5.4. The annual lesson numbers of the "szakiskola" kerettanterv – version A

subject/grade	9	10	11	12
Hungarian language and literature	111	111		
Drawing and visual culture	18,5	18,5		
Physical education and sport	74	74		
Career guidance	74			
vocational preparation	222	296-370		
Form master's class	37	18,5		
Available for the school's purposes	37	37		
Statutory lesson number	1017,5	1017,5		

Table 5.5. The annual lesson numbers of the "szakiskola" kerettanterv – version B

subject/grade	9	10	11	12
Hungarian language and literature	111	111		
History and sociology	74	74		
Foreign language	111	111		
Mathematics	111	111		
Information technology	37	37		
Physics				
Biology, basics of health				
Chemistry				
Our earth and our environment				
Singing and music	37	37		
Drawing and visual culture	18,5	18,5		
Physical education and	74	74		

sport				
Vocational preparation/grounding	185	259		
Form master's class	37	37		
Available for the school's purposes	37	37		
Statutory lesson number	1017, 5	1017, 5		

Source: Ministerial Decree No. 10/2003 (modifying the 28/2000 Ministerial decree).

In the academic year of 2007/2008 educational programmes ([oktatási program](#)) were accredited as a result of the major content developments launched in 2005 and co-financed by the European Union with the aim of supporting the learning/ teaching processes for the period of elementary education and in the 9-12 grades of upper secondary education. The following fields of competences (along with their framework curricular elements) got emphasis in the programmes:

- Communication in the mother tongue
- Mathematical competence
- Competence in Foreign languages (English, German, French and Hungarian, as a Foreign Language)
- Competence in Career guidance
- Social, Life-management and environmental competence

5.13.3. Local curricula

Work in educational institutions is in line with the pedagogical programme, a document to be made publicly available. Part of the pedagogical programme is the *educational programme*, containing the tasks related to personality, and community development, and the *local curriculum* constituting the school level of content. That latter determines the subjects taught at the individual grades of the given school along with their teaching material, requirements, and lesson numbers, and the selection principles of the textbooks, and other teaching aids. The local curriculum also specifies the progress criteria to the next grade at school and the forms of evaluating and measuring pupil performance.

In the academic year 2004/2005 schools determine the content of school education, the subjects taught and the number of lessons by taking account of the instructions of both the National Core Curriculum 2003, imposing little constraint, and in case they develop their local curricula on basis of an accredited framework curriculum ([kerettanterv](#)), imposing more constraint.

When preparing their local curricula, schools are allowed to use the educational programme packages ([oktatási program](#)) issued by the Minister responsible for education. They are also obliged to take into consideration the requirements set by the [érettségi vizsga](#).

In about 10% of the upper secondary schools, local curricula may be regarded entirely as the independent intellectual product of the teaching staff, while the majority of public education institutions, mainly all institutions providing vocational education and training use an accredited framework curriculum ([kerettanterv](#)) or copied/used the curriculum of another school, and tailored them to their own needs (staffing and equipment conditions, pupils' requirements). The National Institute for Vocational Education has designed model curricula for vocational courses primarily for the 19 trade groups, but also for over 300 specific trades, which are quite popular in [szakiskola](#) and [szakközépiskola](#).

Schools partially revised their local curricula as the amendment of the Act on Public Education reduced the compulsory teaching load in two grades (9, 10) of upper secondary education as well, to ease school life for the traditionally overtaxed students. Schools had to decide how they will implement the average 2.5 lessons/week reduction in terms of subjects.

5.13.4. Teaching foreign languages

According to the National Core Curriculum 2003, foreign language teaching/learning is obligatory until the end of compulsory education, and by that time students should be at level B1-B2 in their first foreign language and level A2-B1 in their second foreign language, as recommended by the Common Framework of Foreign Languages of the Council of Europe.

In accordance with any framework curricula (*kerettanterv*) of upper secondary education, foreign language education continues in grade 9 at a minimum of 3 lessons a week per foreign language, but there are major differences among the three main types of upper secondary education in terms of foreign language training. In the *gimnázium* there are two foreign languages taught on a compulsory basis, while in the *szakközépiskola* there is only one, however if certain conditions are available, a second foreign language can be taught as well. In the *szakiskola* there was no compulsory foreign language training until 2001, but since the 2001/2002 academic year every pupil has had to learn one foreign language in grades 9-10. (However, in 2 years, when the first students for whom compulsory education lasts until the age of 18 enter grade 11, foreign language teaching will be extended to grades 11 and 12 as well.)

The National Core Curriculum specifies no compulsory foreign language, thus schools may decide on their own foreign language offer in accordance with demand and the foreign language teachers available to them. In *gimnázium* and *szakközépiskola* over 55% of parents/children choose English, about 34% German, 5% French, and the remaining 6% choose other, mainly also European languages (Hungarian Statistical Yearbook 2007). That fact reflects the significant rise in English, as previously German used to be the predominant language for historical reasons (and it still is among the elder generations). According to public education surveys as well as migration and labour market statistics, in *szakiskola*, though decreasing annually by 1-2%, German is 55/42% more popular, mainly due to the significant demand for skilled workers in Germany and the neighbouring Austria. In this type of school very few students learn other foreign languages.

As opposed to the recommendations of the accredited framework curricula (*kerettanterv*), an increasing ratio of pupils (20-25%) now have the possibility of learning the chosen foreign language in increased lesson numbers (5-6 per week), and/or in small groups (up to 10-15 pupils). Schools of so-called two teaching languages (bilingual schools) constitute special supply in the market where the majority but certainly some of the subjects (at least 3) are taught in English, French, German, Italian, Spanish or Russian. The proportion of *gimnázium* and *szakközépiskola* among these bilingual *középiskola* (136 schools) are similar however, foreign language training in an extra number of lessons is more typical of *gimnázium*. According to results and data from research the language knowledge acquired at *általános iskola* is hardly used as a base in *középiskola*. Two thirds of the students starts learning a language from the beginning again or starts a new language from level A1 at the start of upper secondary education. In order to bring the language knowledge of the students up to the requirements in these cases, schools provide more than one and a half times more lessons in languages than it is recommended by the framework curricula (650 lessons on average). In *szakiskola* however, only the third of this time is spent on language teaching.

To jumpstart the language-skills of upper secondary students, the government created the possibility of launching an extra year in the framework of which foreign language competency can be developed by allocating adequate funds within the state budget. Beginning from the year 2003/4, the four-year upper secondary institutions (*középiskola*) may start so-called language preparation grades instead of the regular 9th grade, providing education to improve foreign language and IT skills. In these grades, 40% of compulsory lessons (minimum 11 lessons per week) must be used for foreign language skill development. In the year of introduction 500 groups in *gimnázium* and *szakközépiskola*, accounting for 15% (statistics from the Ministry responsible for education) of all students in this grade, started their upper secondary studies in this manner, studying the chosen foreign language in 15 lessons per week. The number of students participating in the programme is continuously rising.

5.13.5. Information and communication technology (ICT)

Teaching IT on a curricular basis continues in upper secondary education for 1-2 grades depending on the particular school type. The computer aided teaching of other subjects is spreading fast. Beginning from the year 2003/4, the four-year upper secondary institutions (*középiskola*) may start so-called language preparation grades instead of the regular 9th grade, providing education to improve foreign language and IT skills. In these grades, 40% of compulsory lessons (minimum 11 lessons per week) must be used for foreign language, 25% of compulsory lessons (minimum 4 lessons per week) for IT skill development. In the year of introduction 500 groups in *gimnázium* and *szakközépiskola*, accounting for 15% (Ministry of Education statistics) of all students in this grade, started their upper secondary studies in this manner. The number of students participating in the programme is continuously rising.

The pupil/computer ratio in upper secondary education institutions is somewhat ahead of the average of OECD countries (there are less than 5 pupils for one computer). Increasing the availability of computers in schools is still a major priority as Hungary belongs to the few OECD countries where pupils are less likely to have a computer at home than in their schools; 20 per cent of them has never used or hardly ever uses a computer outside school (*Education at a Glance, 2006*).

Although the situation is improving year by year, still hardly two-third of students (61%) aged 15-19 have a computer at home, and only a bit more than one third (35.4%) have access to Internet. (Education in Hungary 2006)

5.13.6. Optional lessons

Upper secondary schools organise optional curricular sessions in accordance with the pupils' interests and needs aimed at helping them catch up, develop, manage their talents, give them time for consultation, or give them special or supplementary knowledge. The time available for that equals 45% of the time frame available for compulsory lessons in grades 9-10, 60% in grades 11-12, and 5% in the vocational courses (Act on Public Education). Students can only participate in optional curricular and extracurricular activities at their own request and, until they turn 18, if their parents submit a written request to the same end.

Schools may teach compulsory subjects in larger number of lessons than recommended or may introduce completely new subjects using the time frame of non-compulsory, optional lessons. However, the maximum weekly number of lessons described in the Government Decree (243/2003 (XII.17.)) on maximizing pupils' workload cannot be exceeded.

In the two last grades of the *középiskola* pupils usually take on extra lessons in subjects in which they plan to sit for their *érettségi vizsga* and/or according to the field they would like to continue their studies in a higher education institution. Schools offer various extracurricular sessions in addition to the compulsory and optional lessons in response to pupils' interest and demand in the afternoon such as different study circles, self study groups, school choir, sports sessions, etc.

Schools of neutral ideology, operated by local governments, may also offer religion lessons in that optional extracurricular framework, which, however is organisationally separate from the school. The school only provides the required infrastructure (the room), and the state provides special subsidy for the remuneration of the religion teachers. The religion teacher is employed by the church, and is not member of the school's teaching staff. Defining the content of religion education, employing the religion teacher, managing the application of the pupils, supervising the sessions and issuing the certificates are all the church's responsibility. However, a negligible proportion of the 14-18 age groups attend religion education.

Extracurricular sessions also include afternoon study hours, where teaching staff ensure that the pupils do their homework for the next school day. However, hardly any pupils in upper secondary education take that option.

5.14. Teaching Methods and Materials

Schools and teachers enjoy total freedom as regards the methods applied in the course of the teaching-learning process, there is no central document even suggesting the set of methods to be used. At the same time, the school's pedagogical programme determines the pedagogical principles of education/teaching provided at that particular school along with its objectives, tasks, and their instruments, methods, and procedures. The most important documents of public education regard variety in methodology and the design of teaching/learning strategies aimed at developing competences as a priority issue.

In a significant part of upper secondary education institutions education is provided on a disciplinary basis. In addition, many school experiment with offering interdisciplinary and cross-curricular content, which is supported by curricular projects (the National Core Curriculum).

The most significant tools of the teaching/learning activity in Hungary are the textbooks.

The abundant availability of textbooks and teaching aids enables schools to apply the ones best suited to their needs. The selection of textbooks is the right of subject teachers but the decision is not made individually, as the group of teachers teaching the same subject in a school have to form their opinion previously on the basis of the local curriculum.

Textbooks are entered on the official list of textbooks following an accreditation process, while at the same time teaching aids not entered in the list may also be used in the school with the approval of the school board or in the lack of it with the approval of the parental association. Free textbooks are provided to pupils in need (about 50% of all pupils), according to the regulations of the Act on Public Education. The government subsidy however, can only be used for certified, accredited textbooks.

At present, besides course- and textbooks, non-traditional forms built on digital technology play a more and more significant role. One promising example is the Sulinet Digital Knowledge Database (SDKD) an operation system (so far, but soon will be an editing system as well) and its supplementary tool package, which supports organization, management and communication of the learning process. The supplementary tool package is tested currently and soon will be available for use.

The SDKG comprises the digital syllabuses of subjects from the domains 'men and society' and 'men and nature' for grades 7 – 12. The system provides one and several-lessons long tasks and exercises, materials and 5-45-minute long digital blocks.

5.14.1. Teaching methods

Teaching in most upper secondary schools is conducted in lessons of 45 minutes spent on one subject. The teaching material is organized into subjects; integrated or cross-curricular structuring of the teaching contents happens rarely. Although the Act on Public Education promotes project teaching - where the teaching material and content is organized in such a way that the task to be solved can be planned and is centred around a problematic area of everyday life - it is mostly implemented on a regular base by schools that apply alternative pedagogical programmes, and in 60 szakiskola whose teachers are part of a central content-improvement project dealing with this issue.

Teachers enjoy total freedom in selecting a methodology for the achievement of the educational and teaching objectives. Most are not devoted to a single methodology, but employ a set of methods. Research tends to prove, however, that the methodological repertoire of teachers is rather limited. Teachers following traditional methods do chiefly frontal class work, their lessons are predominantly a period of transferring new (lexical) knowledge, and the explanation is supplemented by traditional and more modern demonstration tools.

The Ministry of Education started a grand scale content development programme entitled "Schoolnet Digital Knowledge Base" using EU funds in 2003/4. A considerable part of this programme is focused on the improvement of digital teaching aids.

Implementation and use of the information communication technology is still quite low and spreads slowly in upper secondary educational institutions even though ([gimnázium](#)), ([szakközépiskola](#)) and ([szakiskola](#)) are all well equipped with ICT facilities.

Hungarian teachers attach major significance to homework and regular testing, thus the lessons generally have a part when pupils are tested orally and/or in a written form.

Group work and individual work are also becoming increasingly popular under the influence of alternative pedagogical principles. In addition, it is also frequent to divide classes into two-three groups

for foreign language, technology, IT, or maths lessons, and boys and girls have separate physical exercise sessions. In such cases there are two teachers working with the pupils simultaneously but in different rooms. In some schools there is a slot in the daily timetable when they bring together children from each form of the various grades that are at identical levels of proficiency of – typically – mathematics and foreign language. Students also learn in small groups in those lessons of the subjects where different groups are prepared for a different level of the (*érettségi vizsga*) (standard or advanced level).

Teachers apply the method of group work even in full classes. The aspects of splitting a class into groups varies according to the pedagogical aim to be achieved: sometimes children similarly motivated and at identical rates of progress are brought together in groups, while on other occasions group compositions may be entirely heterogeneous. The simple re-production of the teaching material is gradually replaced by methods aiming at increased activity of pupils, focussing on action, preferring creativity. In some upper-secondary schools, primarily private schools, teaching takes place almost exclusively in individual and cooperative groups, substituting the rigid separation of subjects by integrated subjects, and project-work, processing the teaching material in an epochal framework – but the number of these schools is low. There are a few Waldorf-Steiner and one Rogersian upper secondary school in Hungary, but the same methods are also applied in other (mainly non-state) secondary schools.

5.14.2. Teaching materials

The good technical infrastructure of secondary schools (computers, mobile digital, multimedia tools, interactive boards) has significantly raised the need for digital curricula and electronic books. In the academic year of 2003/2004 the Ministry responsible for education – partly using money from the European Union – launched a major content development programme under the name of Sulinet Digital Knowledgebase (Sulinet Digitális Tudásbázis), which aimed to widen the pool of the teaching materials in grades 7-12.

In order to secure the quality of the increasing supply, the ministry has been operating an accreditation system of digital curricula and e- books similar to textbook accreditation since the academic year of 2006/2007. The evaluation criteria of digital curricula and teaching materials are developed by a special committee of the National Council for Public Education (Országos Köznevelési Tanács) named the Committee of Digital Curriculum Accreditation (Digitális Tananyag Minősítő Bizottság), while regarding the approval or refusal of a textbook – based on the opinion of at least two independent experts – the Educational Authority (Oktatási Hivatal) makes a proposal to the Minister.

The market of traditional printed teaching materials is characterised by ample supply, and modest prices in European comparison. Teachers are free to choose the textbooks, workbooks, maps, audiovisual aids in line with the principles laid down in the local curriculum. For various grades of *középiskola*, teachers may choose from 15-20 textbooks for any one general subject, and from considerably less for a subject in the vocational courses. That latter is due to the excessive fragmentation in trades (about 800), which is the ultimate obstacle to publishing technical books on a free market basis. Such technical books are published not by publishing houses fiercely competing, thus expanding supply and reducing prices in the process, but by the state.

There is legislation (Act XXXVII of 2001 on Rules of the textbook market - *2001. évi XXXVII. törvény; A tankönyvpiac rendjéről*) establishing that producing textbooks is a public duty serving the constitutional right to education and learning. The Minister responsible for education annually publishes the updated list of textbooks of public education, which only includes quality controlled (approved) books not exceeding a certain (annually specified) price. The quality control process concentrates on whether the particular book is capable of transferring the teaching content of the given subject to the intended age group with the help of the appropriate methods in accordance with the requirements of the National Core Curriculum. Books are evaluated from the point of view of scientific accuracy, objectivity, style, language, compliance with standards of “reading hygiene” (legibility), and technical appropriateness. The process includes the investigation of how useful the book proves to be in practice from the point of view of teaching and learning. The evaluation criteria of general subject textbooks are developed by a special committee, the Committee of Textbooks and Teaching Aids (*Tankönyv és Taneszköz Bizottság*), which is a subdivision of the most prestigious body or experts of Hungarian public education, the National Council of Public Education (*Országos Köznevelési Tanács*). Regarding the approval or refusal of a textbook – based on the opinion of at least two independent experts – the Educational Authority (Oktatási Hivatal) makes a proposal to the Minister.

The price of the average set of textbooks of a pupil for one academic year in any grade of upper secondary education amounts to 0.6-0.8% of the average gross annual wages, but with the significant rate of need-based state subsidy less than 50% of families pay for textbooks. Textbooks are entirely free of charge for children permanently sick or with special educational needs, or raised by families of three or more children, and for pupils recipient of regular child protection allowance.

5.15. Pupil Assessment

No legislation requires end-of-grade examinations in the *középiskola*, yet, the school may arrange for such examinations with the aim of facilitating internal evaluation. The legislation regulating upper secondary education describes two kinds of examinations, one being the basic education and culture examination (following completion of grade 10), and the *érettségi vizsga* (following completion of grade 12). The basic education and culture examination was carried out in an optional way in a few schools. It was scheduled become compulsory from 2008; however, it was removed from the content regulation system in 2006. The *érettségi vizsga* are state examinations to be staged nationally in accordance with uniform requirements (hereinafter: central examination requirements). Since 2005 the exams have had to be organized in two levels – standard/intermediate level and advanced level. The standard level is an externally controlled exam organized by the school, while the advanced level exams are external ones. Students may decide themselves whether they take the standard or the advanced level of the exams of the subjects they choose. The standard level exams (with the exception of exams taken in a foreign language) entitle students to apply for admission to higher education institutions. However, taking the advanced level of the examination subjects may provide students with additional scores, which serve as further advantages when the number of applicants outnumbers the number that can be accepted to a HEI. The central examination requirements of the *érettségi vizsga* must follow central guidelines. However, the central requirements of the basic education and culture examination and of the standard level *érettségi vizsga* may be supplemented by the school with local examination requirements as specified in its local curriculum. Determining and announcing the central examination requirements and regulating evaluation are the tasks of the state. The standard level examination – unless otherwise provided by the *érettségi vizsga* examination regulations – is organised by every school, advanced level examinations are carried out in examination centres. Oral examinations are open for the public. Public attendance may be limited or banned altogether by the chairperson of the examination committee if the orderly progress of the

examination so requires. The examination must be conducted in the language of education – Hungarian, a language of a national or ethnic minority or another language. The candidate may gain insight in their written examination as allowed by the examination rules, and may attach their comments regarding the evaluation. Vocational training programmes are concluded by vocational qualifying examinations.

(For statutory principles and practice of evaluation see part [4.12.](#))

5.15.1. Systems assessment

The assessment of the educational system is carried out by applying indicators used internationally and by taking part in international measurements. Since 1996, Hungary has been delegating members to the OECD INES working groups engaged in indicator development, data collection, and developing and coordinating international research. Hungary also joined the international surveys IEA, TIMSS, PIRLS, and PISA in 1999.

The results of the PISA survey indicating that the performance of the 15 year old Hungarian students primarily in the field of reading and reading comprehension is behind the international average and that, due to the rather selective upper secondary education, the performance of students attending [szakiskola](#) is 20% behind the performance of students at [szakközépiskola](#) and 27% behind the performance of students at [gimnázium](#) received huge attention from both the profession and the general public. In addition to the type of institution, the family background and the qualification of parents also determine the performance of students, which demonstrates that the Hungarian education system is not able to manage and reduce social differences.

According to the third PISA survey the performance of the Hungarian educational system has not changed significantly over the past 3 years: the performance of students in the field of natural sciences is average, however, in the fields of reading, reading comprehension and mathematics is below the average.

National Assessment of Basic Competences and standardized exams like the two level (standard and advanced) ([érettségi vizsga](#)), introduced in 2004/2005, are also expedient for the assessment of the educational system.

It is part of the Minister's competencies to have nationwide and regional pedagogical measurements prepared. After the turn of the millennium, the National Competency Measurement, modelled on the PISA assessment, was developed and introduced. A National Competency Measurement ordered in 2003 for the second time measured the level of progress of basic skills (reading comprehension, application of mathematical methods) of each pupil of selected grades. The measurement (carried out each year since 2003 onward, and through the evaluation in grade 4 starting in 2006/2007) covering the entire population in grades 4., 6., 8. and 10 provides valuable information concerning the effectiveness of entire system of public education, the individual public education institutions, and of the efforts of individual children. The National Measurement of Competencies, a project expected on a longer term to contribute to the effectiveness of the education system, has already resulted in some improvements of the culture of diagnostic evaluation in institutions, since the results are analysed by the teaching staff, teachers receive in-service training on this field and the measurement becomes part of the quality control programme and the evaluation of teachers, etc. Based on nationally processed statistics every school has the option to analyse the performance of its pupils in comparison to national results, and indicators. Institutions gradually develop the ability of planning and implementing the

measures required to solve their problems after diagnosing their situation in detail. That is so because institutions lack long-standing traditions of diagnostic evaluation, and therefore the requisite instruments are not yet always in place (e.g. a task bank, skills in measurement methodology).

5.15.2. Pupil assessment

Fact-finding (diagnostic) evaluations are mostly used at classification decisions, or when children are grouped according to their rate of progress, primarily with the aim of designing education/teaching strategies tailored to the needs of groups or individual children.

Unlike the above, formative and summative evaluations are a frequently applied method at school.

Act LXXIX of 1993 on Public education requires the regular evaluation of pupils with marks, and declares the rights of parents to receive regular detailed information concerning the progress of their children at school. To comply with that requirement, and to motivate pupils, the majority of teachers employ the methods of formative evaluation on a daily basis. The choice of the evaluation tools is the right of the particular teacher within the bounds of the parameters established in the school's local curriculum. The most preferred tools of evaluation include verbal tests or short written tests (5-20 minutes) and checking the written homework. The tools of the summative evaluation are comprehensive tests written at the end of major sections of the material, tests covering a number of lessons, and less frequently internal examinations taken once or twice a year, applied mainly in alternative schools, as well as the sampling of the maturity examination at the end of grade 10 in (gimnázium).

Most teachers use the same 1-5 scale for both formative and summative evaluation, whereby the two types mix up, and sometimes lack transparency for both parent and child. Marks and end of term marks for evaluating the knowledge of students are as follows: excellent (5), good (4), medium (3), acceptable (2), and unacceptable (1). Conduct and general motivation/attitude are measured using a 2-5 system: exemplary (5), good (4), changing (3), bad/negligent (2). These marks will be entered in a class diary containing the basic information on the children.

In institutions of upper secondary education formative evaluation of pupils' performance includes, in addition to marks, also percentages, and narrative evaluation. There is a general endeavour in the középiskola and the szakiskola to evaluate every child at least once every two months in every subject, and inform parents of such evaluation by recording them in a *message booklet* or entering it in the *mark booklet*, a document used specifically for that purpose. The parent will sign to acknowledge having been informed. In some schools there is an electronic mark book, a strictly secured electronic document, in which only the child and his/her parents may gain insight.

5.16. Progression of Pupils

The general rules of the progress of pupils are laid down in the 1993/LXXIX. Act on Public education. It requires that the teacher should evaluate the pupils' progress regularly during the academic year by giving marks. Evaluation at the end of term or year is made based on the marks, and the pupils' performance during the term or the entire year. The end-of-term marks are for information purposes only.

Both the parent and the child must be informed of the marks. Such information of marks is forwarded through a special booklet. End-of-year marks are entered into an official certificate. It is an explicit principle that the mark cannot be an instrument of discipline: it must reflect the actual knowledge, and performance of the child. The pupil's knowledge is measured by a scale between 1-5, and the pupil's general motivation/attitude and conduct by a scale of 2-5.

Marks are determined by the teacher, while in the case of end-of-year marks he/she only makes a proposal, but the ultimate decision lies with the entire teaching staff. Decision on whether the pupil may continue studies in a higher grade is likewise made by the school's teaching staff following discussion of the year-end results.

The pupil may progress to a higher year of the school if he/she has delivered the prescribed educational requirements by the end of the academic year, i.e. if he/she has achieved at least an acceptable (2) mark in each subject based on his/her performance during the year, marks, or attainment at the test given by the school. The pupil may have to repeat the actual educational year in three cases. Such repetition is compulsory if the pupil was given an unacceptable mark (1) in any of the subjects. However, the pupil may sit for an examination prior to the inception of the next academic year. If, however, he/she has more than two unacceptable marks, he/she may only sit for the examination with the approval of the teaching staff, so it may happen that the pupil will eventually have to re-take the year. The pupil must not be denied the option of repeating the year. If the pupil receives at least an acceptable (2) mark, he/she may continue to the next grade. It is also compulsory to repeat a grade if the student's justified and unjustified absence from the class altogether exceeds the legislative maximum and the educational staff did not authorize a summary examination.

As long as the pupil is subject to compulsory education, the re-taking of a grade cannot result in expulsion from school. Moreover, if he/she repeats the same grade for the second or more than second time, the school must ensure individual sessions to help that pupil reach the required level.

If, however, the pupil is above 16 years of age, the same protection will no longer apply. The school may unilaterally terminate the pupils' student status if the pupil failed at his/her third attempt at completing that grade.

The third case of re-taking a grade is when the pupil requests to re-take one or several grades even if he/she otherwise has the option to move to a higher grade. That, however, rarely ever happens. Concerning vocational training the student might have to re-take a grade if the justified and unjustified absence from the practical training altogether exceeds 20% of the practical training time (number of lessons) during the academic year. Exempt to this is the case when all absence is justified; and based on his/her performance and general motivation/attitude he is expected to be able to catch up before

the start of the next academic year and he/she can fulfil the prescribed practical requirements. In this matter the decision lies with the teaching staff of the vocational school.

The law further enables the pupil – if so allowed by the principal – to cover the material of several years in one academic year. In such cases the pupil will have to pass a special examination at the end of the academic year. This is typical of private students.

The school examination (end-of-year, re-take or differential exam) may be passed at the school or in front of an independent examination committee. The latter option has to be applied for, and the organisation will be the task of the Educational Authority (*Oktatási Hivatal*). The aim of the examination may be to determine the mark or passing the re-take examination. It happens characteristically in cases where a conflict arises or confidence is lost between the child or the parent and the teacher.

The final examination of upper secondary education is the (*érettségi vizsga*), or the (*szakmai vizsga*). See in more details in [5.17.](#)

5.17. Certification

Students are given a certificate at the end of each academic year to document completion of the year. The marks entered in the certificate are based on the pupil's performance during the year (lesson activity), results at internal tests, so the certificate is not the result of a special examination staged for that purpose. Pupils obliged to sit for a re-take examination, and the case of the private pupils, who must prove their knowledge acquired by the end of the year at a special examination, constitute exceptions. The teacher makes a suggestion concerning the marks at the end of the school year, but the decision on the progression of the student is made by the teaching staff. There is another scenario when an independent examination committee determines the marks at the request of the pupil.

The certificate is a public document. That means that its content is to be taken for granted until any item is substantiated otherwise. The certificate must be printed in Hungarian or in two languages if education is provided in another language. The printed design of the blank certificate is approved by the Minister of Education and Culture. Similarly, printing and selling such blank certificates is subject to permission by the Minister of Education and Culture.

The school must not, for any reason refuse to issue the certificate. The certificate must contain the pupil's name, personal details, grades completed, title of subjects learnt, the marks in letters and numbers, the box for remarks, the date, and the signatures of the principal and the form master (*osztályfőnök*) and the stamp of the school. The certificate must include clauses quoted from relevant legislation.

Students in upper secondary education receive, in addition to certificates proving completion of individual grades, an extra certificate testifying to successfully passing the (*érettségi vizsga*) in either (*gimnázium*), or (*szakközépiskola*).

Only students who have successfully completed their studies at all 12 grades may be allowed to sit for the (érettségi vizsga). The school leaving certificate is a public document, whose production, and sale is subject to approval by the Minister of Education and Culture. Certificates must be completed in Hungarian, or, if teaching was also provided in a different language, then in those two languages. In addition to containing the personal details of the examinee, the certificate must also give the name, and level of the examination subjects, the language in which the examination was conducted, the mark given by a number, in percentage, and by a description as well as any authenticating signatures and legislative clauses. The school leaving certificate is issued by the examination committee irrespective of the level of the exam. The certificate is issued on condition that student successfully passes the (érettségi vizsga).

The (érettségi vizsga) must consist of a total of five subjects, four compulsory, one optional. Compulsory subjects are based on general and detailed requirements. The examination consists of several parts: oral, written, and in case of some subjects, practical. The exam can be taken at two levels (standard and advanced levels) from 2005, and in all cases the (érettségi vizsga) is at the same time the entrance examination to tertiary education. The normal exam period is in May-June, and in September-October, and in case of certain examinations in February-March.

The examination is arranged by the school, and, in case of the advanced level exam, the Educational Authority (Oktatási Hivatal). The assessment of the examination at standard level is the task of the examination committee set up by the school, and at advanced level examinations there is an independent examination committee for each subject. Applicable legislation provides strict guidelines concerning the organisation of the examination. Students having acquired the school leaving certificate may use it to apply for entry to tertiary educational institution, going into vocational training, fill a position, and perform certain activities. The individual marks given do not appear in the certificate.

At the end of the vocational studies students are required to take a (szakmai vizsga). A certificate proving vocational qualification can be issued after the student had fulfilled both the professional and the exam requirements at the (szakmai vizsga). Those who fulfil an exam part related to one professional requirement module can be granted partial vocational qualification.

The certificate proving vocational qualification is likewise a public document, and its production and sale are similarly subject to approval by the Minister responsible for education. The certificate is issued by the vocational examination committee. The document authorises its holder to fill a position, and perform certain activities.

5.18. Educational/Vocational Guidance, Education/Employment Links

Preparation for choosing a career is the duty of teachers in each educational cycle, the entire teaching staff and each area of learning in public education. That approach suggests that career orientation is specified by the cultural domain 'Life Management and Practical Studies' of the National Core Curriculum 2003. Achievement of curricular requirements is based on an optimum balance of curricular and extracurricular activities under the individual subjects. The task of this cultural domain of the National Core Curriculum 2003 is to enable students to develop their self-assessment, help them familiarising with the world of labour, and getting to know the content of the main branches of occupation, the requirements thereof, and the educational routes to lead to those occupations, and finding alternatives through activity and hands-on experience.

Career orientation/counselling integrated in the full process of school education attempts to accustom pupils to the fact that in achieving and maintaining their own employability, life-long learning has a priority role to play.

Career counselling lessons scheduled in ([gimnázium](#)) focus on individualized counselling meant to facilitate the choice of higher education institution and career by providing services in connection with higher education (visiting HEIs, inviting representatives of HEIs, etc). Career guidance and counselling services are delivered in the lessons of the form master ([osztályfőnök](#)) in order to assist students' choice of career and further studies.

There is career guidance in a given number of lessons built in the educational process, which involves presentation of different trades in ([szakközépiskola](#)) and ([szakiskola](#)) and assisting students to make their decisions. ([szakközépiskola](#)) provides more from informal counselling, helps students to gain personal experience both in the field of the employment market and higher education (by organizing field visits to different firms and employers, inviting representatives of the higher education institutions and private sphere). The ([szakiskola](#)) provides more formal counselling as it is built in the educational programme by 8 lessons per week.

In addition to all the above, every school provides individualised counselling of further training and career selection in some form. Usually teachers responsible for career counselling, and the form masters ([osztályfőnök](#)) who best know the students assist them in making their decision on their further studies and future career.

Further education and career counselling outside the school is under the free pedagogical services ([szakszolgálatok](#)) in Hungary. Their function is to examine the pupils' talents, abilities, intellectual orientation, and recommend on that basis direction and type of school for further studies. The service is run by the independent career counselling institute in the capital city offering a wide range of services, and, 1-2 experts in each of about half of the counties specialising in career orientation. In addition to the above, education counselling services located in each county, and in each of the districts of the capital city sometimes provide advice concerning further studies in the framework of life-style consultancy to youth with learning, integration, or behavioural difficulties or sometimes just exceptionally talented ones.

The employment service operates employment information and counselling offices in each county (*Employment information counselling offices*) whose services are increasingly required by young persons, including upper secondary school pupils. These offices mostly use career counselling, and career design software (Blueprint, RealGame, Choices).

There are also non-profit service providers, whose homepages include information, and access to databases, and some even render certain services to both those who go on to higher education, and those deciding to go into employment.

5.19. Private Education

In general, private education reflects the structure of the state provided system. That means that any of the public education institutions defined in the 1993/LXXIX. Act on Public education may be established and operated in this form, which is most popular for upper secondary education (*középiskola*). Founders are from all parts of the private (and non-governmental) sector including churches, foundations, associations, legal entities, or natural entities and private entrepreneurs. A condition is that they prove their entitlement to engage in that activity, and obtain the permission to be registered and to operate their institution. In the case of upper secondary education these are issued by the municipality notary and the chief administrator in accordance with set procedures. Permission to operate is conditional upon satisfying equipment/infrastructure and staffing requirements similarly to any institution in the public sector. Requirements are listed in the Act on Public Education and the Decree of the Ministry of Education and Culture 1994/11 (VI.8.) on the operation of educational institutions. Controlling the operation and sanctioning belongs in the jurisdiction of the chief administrator who issued the initial permission.

Private institutions may be religiously and ideologically committed, and subjects may include religion education. They may charge tuition as opposed to the free, state maintained school. They may enter into an agreement with the state to participate in the provision of public education, in which case, however, their services will become free of charge.

The state ensures financial subsidy on a general eligibility basis to institutions of upper secondary private education as laid down in the Act on Public education and the annual Budget Act. Maintainers are entitled to the subsidy on the basis of their legal status, their function in the particular institution and the number of children admitted. From 2007 onwards, part of the state subsidy is conditional on achieving certain objectives, and can be obtained through tenders. It is typical that the not-for-profit sector (foundations, associations, etc.) receive more support than private entrepreneurs. Churches are granted specifically determined contributions. Subsidy covers 60-70% of their operation; the rest must be generated by the maintainer.

The conditions of claiming and receiving subsidies are regulated and specified in legislation (Government Decree 20/1997 (II.13.)). The educational institution must possess a valid foundation document, registered permission for operation issued by the town clerk, all administrative conditions, and a registry number issued by the Ministry of Education. The letter proves that the educational institution is registered in the Information System of Public Education. An official document described by legislation must be submitted to the regional offices of the Hungarian Treasury two times in a year. The determined financial subsidy then is transferred monthly to the maintainer that is obliged to forward it to the institution.

The legitimacy of claiming and using subsidies is checked by the state through its local agencies, and sanctions applied if appropriate.

The maintaining body is entitled to supplementary subsidy in the event that it enters in an agreement with the local government to embrace some of the state's responsibility in education.

5.20. Organisational Variations and Alternative Structures

According to the Act on public education (Act LXXIX of 1993 on Public education [131. § (3)]) an alternative school is where the educational and teaching methods differ from the traditional pedagogical methods. This status and the accompanying privileges are given to the institution through an authorization procedure, during which the position statement of the National Council for Public Education (Országos Köznevelési Tanács) has to be obtained. The request for authorization can be submitted by a network or organization representing the alternative school. Should such network not exist, the maintainer of the school is entitled to submit it.

Alternative schools can prepare their pedagogical programmes in line with the framework curriculum (*kerettanterv*) issued specifically for their use. The framework curriculum adopted by alternative schools includes the teaching material, the requirements, the means of preparation, the applied methods, tools, equipment as well as the leadership model, the organization of education and the teacher qualifications accepted by the given school that are different from the general principles.

Education of two teaching languages – bilingual education – appeared in the last decades of the 20th century in upper secondary *középiskola* education, first in *gimnázium*, and then, mostly in the capital city, also in *szakközépiskola*. Bilingual *középiskola* teach certain subjects in the target language, and conduct even the *érettségi vizsga* in that language. Such schools may have a preparatory grade for language proficiency prior to beginning upper secondary education. In such a case the pupils complete their upper secondary school (*középiskola*) studies in grade 13 in (*gimnázium*) and in grade 14 in certain studies in (*szakközépiskola*) .

5.20.1. Institutional variations

Upper secondary education in Hungary takes place mostly in institutions of 4 (-5) grades. 4 grades are typical of the *gimnázium* and the *szakiskola*, while 5 grades in the *szakközépiskola*. Variations may include a given institution offering a number of grades different from what is usual for the kind of education, and structural mergers of different types of institutions.

About one quarter of *gimnázium* offer education for a period longer than four years as there are such institutions admitting pupils at the age of 10 (doing 8 grades), and at the age of 12 (doing 6 grades). Mainly those parents opt for that long *gimnázium* at that early age, who want to see their children go to university (*egyetem*) or (*főiskola*). The system disallows transition to vocational training at such a young age.

Structural variations of institutions include 12-grade schools that teach and educate pupils from 6-18 years of age within one organisation, and a common teaching staff. These institution offer *általános iskola* and *gimnázium* education in the most varied segmentation (8+4, 6+6, 4+8).

The majority of upper secondary schools are multi- purposive institutions, from the many variations the most usual is the operation of the *szakközépiskola* and the *szakiskola* within one institution. In the last two years, the number of school mergers has risen due to demographic and cost-effectiveness considerations.

The community centre for education and culture (*általános művelődési központ*) performs at least one of the tasks of public education, cultural services, arts education, public learning, or sports in the framework of organisationally and professionally independent institutions. Community centres for education and culture (*általános művelődési központ*) are mostly operated in small communities. Local governments usually try to maintain their kindergarten (*óvoda*), the *általános iskola*, their *gimnázium*, their library, or the culture house in that more economical arrangement.

Among the alternative upper secondary schools there are some institutions operating as helping foundation schools. The operation of these schools is less strictly regulated. They are open to all students, and young people who are struggling from addictions, depression, and to all those who simply cannot find their place in society. (e.g.: www.beltanoda.hu)

5.20.2. Alternative structures

Even in upper secondary education there are several types of school of alternative programmes. From among the alternative methodologies widespread in Europe some Hungarian *gimnázium* apply the Waldorf-Steiner and the Rogers method. A specific part of parents prefer sending their children, instead of standard curriculum and performance oriented schools to ones with such strong child-focus. In addition to alternative programmes borrowed from abroad there are schools based on alternative programmes developed in Hungary, some of which look back on a past of several decades, and have a significant network of *általános iskola* and upper secondary schools (*középiskola*) applying them. Examples include: Value transfer, and ability development programme (*Értékközvetítő és képességfejlesztő*), and the Comprehensive programme (*Komprehenzív*). The first is mostly characterised by – instead of simple transfer of knowledge – emphasis on mediating values, and developing abilities using a rich set of activities, and the differentiated development of pupils, and the second by comprehensive education aimed at compensating for disadvantages. Besides, alternative schools have a characteristically different image of children, interpretation of the teachers' role, different curriculum, and organisation of teaching time, which renders them capable of meeting quite special parental needs. Alternative schools often educate pupils during 12 grades. Alternative upper secondary schools (*középiskola*) using a foreign programme are exclusively private schools, while the ones working with a Hungarian-developed one, are mostly maintained by a local government.

There are fewer (*szakiskola*) with alternative structure than (*gimnázium*). Besides a few Kolping schools there are some farming schools operating by Danish patterns, schools for students with disadvantaged backgrounds and areas, and finally some schools for students with special educational needs that can be mentioned.

There is a typical group of alternative upper secondary education institutions among the others, which attempt to improve the educational opportunities of Romany children and students. Although these schools are basically maintained by foundations, they may count on significant amount of financial support provided directly by the state and/or indirect grants. These schools, for example Gandhi (*Gimnázium*), Kay Jag, – with only a few exceptions – all operate in the capital, in Budapest, or in bigger rural towns and cities.

A special szakiskola takes on the preparation for vocational exam, life start and work start of the pupils with special educational needs, who cannot keep pace with the others. Such schools/faculties/classes are usually founded by the local governments, most commonly as an institute unit of a szakiskola. For students with mid-serious intellectual disabilities preparation for life- work start and work processes requiring simple conning are taught in special types of szakiskola classes. The work of teachers, technical teachers working in special szakiskola is supported by special needs teachers, assistant teachers of the handicapped, children- and youth supervisors. Children with special educational needs who attend secondary education has doubled since the Millennium, meanwhile on the same level of qualification, the rate of students with special educational needs attending in integrated education has risen from 20 to 30 per cent (Source: Hungarian Yearbook of Statistics 2007).

Bilingual gimnázium and szakközépiskola are established mostly by local governments in an attempt to improve the efficiency of foreign language teaching. These schools offer teaching in each subject, but at least 3 subjects in a non-Hungarian, and non-minority language (English, French, German, Italian, Spanish, and Russian).

5.20.3. Access to programmes of upper secondary education

Upper secondary schools (középiskola) and szakiskola usually select pupils for admission on the basis of their school achievement in általános iskola. Over-application is the highest in 6 and 8-grade gimnázium, which led to a situation where some schools staged entrance examinations lasting several hours, even up to two days to their 10-12 year-old candidates. Finally the Ministry of Education (Oktatási Minisztérium) ruled (Decree 22/1999. (VI. 9.) on the order of the educational year 1999/2000) that only 6-8 grade gimnázium may require their candidates to sit for an entrance examination where over-application is at least double, using the annually and centrally designed short competence test.

In theory there are no restrictions whatsoever for parents/children in exercising their free choice of school – otherwise fully electronic – down to the level of educational programmes. Pupils may choose not simply their preferred school, but even a set of programmes with it, in an order of their liking. Local governments are obliged to take care of the schooling of students who have reached the compulsory school age but were not admitted to any of the chosen upper secondary schools. Other than shortage of places, no other restrictions apply regarding the availability of special upper secondary educational programmes: a child whose parents do not belong to a particular minority may be enrolled in a school of that minority, and children unable to utter a word in a foreign language may be admitted to a bilingual school, etc.

The choice may be subject to the families' financial status if their target school is not state or church operated. However, experience indicates that the majority of upper secondary schools (középiskola) maintained by private individuals or foundations only charge a modest monthly tuition for their extra services, and occasionally leave the sum paid to the foundation up to the parent to decide, or regularly keep places free of charge for talented children who are really in need. Meanwhile szakiskola are maintained almost exclusively on funding from sponsorship and foundations, thus one can claim that access to upper secondary institutions is not drastically limited by the tuition charged. The same cannot be said about the few foreign owned foundation schools in the country (e.g. American,

German, Austrian, etc) where Hungarian children are likewise welcome, and whose teaching language is not Hungarian. In these schools, however, the tuition fee is very high in comparison to Hungarian average wages.

5.21. Statistics

5.21.1. Number of upper secondary educational institutions by school type (1960/61, 1970/71, 1980/81, 1990/91, 1997/98- 2007/08)

	"gimnázium"	"szakközépiskola"	"szakiskola"	Special "szakiskola"	total
1960/61	250	169	253	n. a.	n. a.
1970/71	332	351	279	n. a.	n. a.
1980/81	260	364	351	n. a.	n. a.
1990/91	321	513	417	48	1299
1997/98	511	696	548	67	1822
1998/99	533	736	509	75	1853
1999/00	533	762	467	81	1843
2000/01*	555	785	468	95	1903
2001/02	577	798	469	116	1960
2002/03	602	798	478	119	1997
2003/04	604	795	466	127	1992
2004/05	614	794	475	126	2009
2005/06	620	797	496	131	2044
2006/07	627	807	507	137	2078
2007/08	618	765	489	137	2009

n.a. – not available

Source: Ministry of Education statistics; Ministry of Education statistical booklet, Education Yearbook 2007/08

* The statistics are based on surveys and trends in 98%.

5.21.2. Number of pupils in upper secondary education by school type in full time education (1960/61 1970/71, 1980/81, 1990/91, 1995/96, 1996/97, 1997/98-2007/08)

	"gimnázium"	"szakközépiskola"	"szakiskola"	Special "szakiskola"	Total
1960/61	139 616	101 420	136 453	737	378 226
1970/71	122 988	110 303	223 238	426	456 955
1980/81	89 400	113 838	166 740	1 119	371 097
1990/91	123 425	168 352	222 151	684	514 612
1995/96	140 884	208 415	158 615	13 984	521 898
1996/97	140 867	220 528	146 737	11 624	519 756
1997/98	169 107	227 243	143 911	5 260	545 521
1998/99	171 769	234 430	128 203	4 420	538 822
1999/00	175 492	241 369	117 038	4 642	538 541
2000/01	178 500	239 300	120 330	5 200	543 330
2001/02	182 267	238 622	123 951	6 594	551 434

2002/03	186 508	239 793	123 341	7 200	556 842
2003/04	190 447	247 622	123 457	8 147	569 673
2004/05	193366	245 302	123 403	8 369	570 440
2005/06	197 217	244 001	122 162	8 797	572 177
2006/07	200 292	243 096	119 637	9 563	572 588
2007/08	243 152	281 898	129 066	9 773	663 889

Source: Ministry of Education statistics; Ministry of Education statistical booklet, Education Yearbook 2007/08

5.21.3. Education and teaching in 'gimnázium' (grammar school) (1999/2000, 2003/04, 2004/05, 2005/06, 2006/07, 2007/08)

Denomination	1999/2000	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
School – location of education*	533	728	743	761	807	822
Classroom	5 796	6 974	7 129	7 362	7 490	7567
Number of teachers	14 415	17 675	17 816	18 213	19 284	18 687
Women %	69.4	71.3	71.4	71.3	71.1	71.7
Number of students in the all-day education from this:	175 492	190 447	193 366	197 217	200 292	200 026
Learning in grammar school 5–8.	30 282	28 231	28 184	27 573	27 230	27208
On the 9 th grade	39 537	43 130	44 097	46 252	45 711	43796
Learning on grade 9 th or higher class	145 210	162 216	165 182	169 644	173 062	172818
women, %	60.3	59.9	58.6	58.6	58.7	58.6
Living in dormitory, %	11.8	10.2	9.5	10.3	10.2	9.8
Class (full-day education)	6 111	6 581	6 704	6 819	6 935	6949
Pupil come into one class	28.7	28.9	28.8	28.9	28.9	28.8
Pupil learning in adult education	33 078	48 639	45 484	46 661	45 975	43126
Total number of people who has taken final his/her examination	36 267	42 739	48 259	45 151	46 847	47422
from this:						
In full-time education	32 029	34 998	37 052	38 169	38 219	38900
Adult education	4238	7741	11207	6982	8628	8522

* till 1999/2000 the schools, from 2002/2003 the number of places of education

Source: Hungarian Statistical Yearbook 2007, KSH 2007/08.

5.21.4. Education and teaching in 'szakközépiskola' (secondary vocational school) (1990/91, 1999/2000, 2004/05-2007/08)

Denomination	1990/1991	1999/2000	2004/2005	2005/2006	2006/2007	2007/2008
Denomination	513	762	909	931	956	955
School – location of education*	4 694	7 605	7 776	7 972	8 077	8 142
Classroom	12 656	18 430	20 756	20 871	21 254	20 187
Teacher (number of people)	56.7	61.5	63.5	64.3	64.4	64.7
Women from this, % from this:	168 445	241 369	245 302	244 001	243 096	242 016
Learning in grammar school 5–8.	47 468	49 647	49 422	49 979	50 328	49 212
On the 9 th grade	161 345	191 170	181 784	181 448	181 201	180 420
Learning on grade 9 th or higher class	7 100	50 199	63 518	62 553	61 895	61 596
women, %	51	49.0	47.5	48	47.4	47.4
Living in dormitory, %	22.9	16.0	11	11.7	11.4	10.7
Class (full-day education)	5 457	8 671	9 347	9 308	9 347	9 210
Students come into one class	30.9	27.8	26.2	26.2	26	26.3
Students learning in adult education	49 342	55 384	44 837	43 289	45 060	39 882
Total number of students taking final examination :	40 633	53 361	44 695	43 387	43 939	43 607
In full-time education	28 903	41 936	39 617	38 856	38 676	38 627

Adult education	11 730	11 425	5 078	4 531	5 263	4 980
Total number of students taking vocational exam	--	--	36 256	35 220	33 063	34 207
In full time education			27 182	26 972	25 381	25 528
In adult education			9 074	8 248	7 682	8 679

* till 1999/2000 the schools, from 2004/2005 the number of places of education

Source: Hungarian Statistical Yearbook 2006, KSH 2007/08.

5.21.5. Education and teaching in 'szakiskola' (vocational schools) and in 'speciális szakiskola' (special vocational schools) (1990/91, 1999/2000, 2004/05-2007/08)

Denomination	1990/1991	1999/2000	2004/2005	2005/2006	2006/2007	2007/08
School – location of education*	465	548	642	673	724	748
Classroom a)	3 707	4 033	3 708	3 812	3 953	4 004
Teacher (number of people)	12 906	8 818	9 690	10 177	10 326	10 316
Women from this, %	39.7	46.0	52.3	53.5	53.1	53.6
Number of pupils in the all-day education	225 356	121 680	131 772	130 959	129 200	132 965
From this:						
Learning in grammar school 5–8.	3 152	4 642	8 369	8 797	9 563	9773
On the 9 th grade	85 419	34 660	35 383	35 960	35 575	34 821
Learning on grade 9 th or 10 th grade	159 051	61 458	63 320	63 722	63 240	62 455
11th and higher grades	66 305	60 222	68 452	67 237	65 960	70 510
Women %	37.7	38.4	37.8	37.9	37.9	37.1
Living in dormitory	13.4	12.5	10.7	11.2	10.9	10.1
Class (full-day education)	7 852	4 729	5 538	5 669	5 766	5 915
Special vocational class	244	364	696	749	841	858
Student per class	28.7	25.7	23.8	23.1	22.4	22.5
Adult education			3 505	4 049	4 829	5874
Successful exam passed	57 831–	38 922–	29 113	27 944	27 050	20 997

a) 1999/2000-ig a szakmunkásképző iskolák és a speciális szakiskolák adatai. – a) Till 1999/2000 including data on apprentice schools and special vocational schools.

Forrás: Magyar statisztika évkönyv 2006, KSH 2007/08.

5.21.6. Number of pupils in upper secondary education by school type, and sex in full time education (2007/08)

pupils	"gimnázium"	"szakközépiskola"	"szakiskola"	Special "szakiskola"	Total
boys	82 779	127 345	77 590	5 985	293 699
girls	117 247	114 671	45 602	3 788	281 308
Total	200 026	242 016	123 192	9 773	575 007

Source: Ministry of Education statistics; Ministry of Education statistical booklet 2006-2007, Education Yearbook 2007/08

5.21.7. Ratio of pupils completing 'általános iskola' and enrolling for upper secondary education by school type (1990/91-2007/2008)

school year	# of those completing 8 grades	"gimnázium" (%)	"szakközépiskola" (%)	Szaktanácsképző szakiskola(%)	Special "szakiskola" (%)	Total graduated (%)
1990/91	164616	21.1	27.5	42.0	2.9	93.4
1991/92	158912	21.6	28.9	39.2	2.2	91.9
1992/93	151295	23.3	30.1	36.6	5.7	95.7
1993/94	144203	24.2	31.8	35.5	6.0	97.5
1994/95	136900	25.7	32.6	35.2	5.3	98.8
1995/96	122359	27.1	33.7	34.2	4.3	99.3
1996/97	120561	27.2	34.4	31.9	3.6	97.1
1997/98	116711	29.0	35.5	30.8	2.6	97.9
1998/99	113654	30.7	38.0	24.6	2.5	95.8
1999/00	114302	31.6	39.0	22.9	2.4	95.9
2001/02	118200	32.4	37.9	24.4	1.3*	96.0
2002/03	118038	26.7	33.6	32.5	3.8	96.3
2003/04	115863	33.0	44.0	23,0		
2004/05	117093	34.0	43.0	23,0		
2005/06	119561					
2006/07	118 223					
2007/08	112 927					

Source: Ministry of Education statistics; Ministry of Education statistical booklet, Upper secondary education 1999/2000, Ministry of Education data base of education statistics 2003/04-2007/08

* for disabled pupils

5.21.8. Pupils and students in full-time education by ages and rates (2007/08)

	"Szakiskola"		"Középiskola"		Total	
	number	Population of that age in %	number	Population of that age in %	number	Population of that age in %
Under 14	21 person		20 719		20 740	

14	5 803	5	37 871	32.8	43 674	37.8
15	21 384	17.8	84 954	70.7	106 338	88.4
16	28 819	22.9	88 649	70.6	117 468	93.5
17	28 477	22.8	83 262	66.0	111 739	88.5
14-17	84 483	17.3	294 736	60.5	379 219	77.8
18	22 457	18.2	61 976	50.3	84 433	68.5
19	14 404	11.6	32 046	25.7	46 450	37.3
20	7 193	5.7	18 499	14.7	25 692	20.4
21	2 777	2.1	8 268	6.3	11 045	8.4
22	1 110	0.8	3 707	2.7	4 817	3.6
18-22	47 941	7.5	124 496	19.4	172 437	26.9
23 and older	541		2 091		2 632	
Total	132 986		442 042		575 028	

Hungarian Statistical Year book 2006, CSO 2008

5.21.9. Number of pupils for a class by one teacher in full time upper secondary education per programme (1980/81, 1980/81, 1990/91, 1997/98-2007/08)

	"gimnázium"		"szakközépiskola"		Szakmunkásképző, "szakiskola"	
	pupil/ class	pupil/ teacher	pupil/ class	pupil/ teacher	pupil/ class	pupil/ teacher
1980/81	21.8	13.5	17.3	12.9	28.7	13.7
1990/91	30.9	12.0	30.9	13.3	29.3	17.4
1997/98	29.0	12.6	28.3	13.5	29.7	16.4
1998/99	28.7	12.5	28.0	13.3	31.3	15.4
1999/00	28.7	12.4	27.8	13.3	28.9	14.7
2000/01*	28.5	11.5	27.3	12.6	27.1	14.8
2001/02	28.4	11.0	26.9	12.3	25.7	15.5
2002/03	29.6	13.6	27.1	14.4	26.0	15.0
2003/04	29.5	13.5	26.8	14.1	25.9	14.6
2004/05	28.8	13.4	26.2	14.0	25.3	14.8
2005/2006	28.9	13.4	26.1	13.8	24.3	14.1
2006/07	28.8	12.8	25.6	13.6	24.1	13.9
2007/08	28.8	13.0	25.9	14.0	24.2	14.4

Source: Ministry of Education statistics; 1999/00, Ministry of Education statistical booklet, Education Yearbook 2001/02-2007/2008

* Statistics estimated from 98% survey and trends

5.21.10. Number of full-time teachers in upper secondary education per programme (1960/1961, 1970/1971, 1980/1981, 1990/1991, 1997/1998-2007/08)

school year	("szakiskola")	("gimnázium")	("szakközépiskola")	Total
1960/1961	3 738	5 750	3 028	12 516
1970/1971	8 673	7 196	6 246	22 115
1980/1981	12 206	6 639	8 821	27 666

1990/1991	12 906	10 246	12 656	35 935
1997/1998	9 339	13 669	17 096	40 580
1998/1999	8 777	14 021	17 831	41 091
1999/2000	8 350	14 415	18 430	41 663
2000/2001*	8 150	15 550	18 950	43 225
2001/2002	7 982	16 845	19 450	45 078
2002/2003	8 425	17 128	19 955	46 388
2003/2004	8 647	17 675	20 804	47 126
2004/2005	8 577	17 816	20 756	47 149
2005/2006	8 938	18 213	20 871	48 022
2006/07	8 947	19 284	21 254	49 485
2007/08	8 203**	15 543	18 128	41 874

Source: Ministry of Education statistics; 1999/00, Ministry of Education statistical booklet, Education Yearbook 2001/02-2007/08

* Statistics estimated from 98% survey and trends

** Without the so called special "szakiskola" (1328)

5.21.11. Number of pupils re-taking the grade in upper secondary education as a percentage of pupils (1999/2000, 2007/08)

	Grades			
1999/00	9	10	11	12
"gimnázium"	2.5	1.8	1.3	0.3
"szakközépiskola"	5.6	3.6	3.5	1.3
"szakiskola"	10.6	2.5	2.5	0.8
2007/08				
"gimnázium"	2.7	2.5	2.0	0.9
"szakközépiskola"	7.0	4.3	3.3	1.2
"szakiskola"	12.2	4.6	3.2	1.7

Source: Ministry of Education statistical booklet, Education Yearbook 2007/2008

6. Tertiary Education

Concerning tertiary education there are universities (*egyetem*) and *főiskola*, they are called the *institutions of tertiary education*.

Due to the Bologna Declaration signed by Hungary in 1999 a three-cycle system has been introduced since 1 September 2006 although students who have started their studies in the one long cycle system can fi .

Following upper secondary education the (Hungarian) system offers education at bachelor level that lasts 3-4 years (except for secondary-level teacher training), which can be followed by master level course(s) for another 1-2 years. (master level public servant) The third cycle provides doctoral training. Besides multicycle courses, there are a few fields of education where education and training remained one long cycle course.

The programmes that last 5-6 years former system, the educational phase until the completion of university studies (*egyetemi képzés*) or *főiskola* studies are retained alongside the new structure and are phased out gradually.

The admission criterion to PhD courses is a university (*egyetem*) degree, or a Master's degree.

Professional higher education training programmes can follow any degrees (Bachelor's or Master's). They involve specialization in a field of study, but do not lead to another degree (a certificate is awarded on completion).

Higher vocational training is a training carried out (for example) by a tertiary institution, admission criterion is a school leaving examination (*érettségi vizsga*). A higher vocational certificate is awarded at completion.

6.1. Historical Overview

Hungarian tertiary education looks back on a past of eight decades. Its evolution has been an integral part of global heritage and our national heritage.

The establishment of medieval Hungarian universities (*egyetem*) – Pécs 1367, Buda 1395, Pozsony 1467 – coincided with that of the universities of Prague, Krakow, and Vienna, and the education they offered matched the practice of European universities, and their activities were governed by the spirit of the *universitas*.

The basic institutions of our present-day universities (*egyetem*) and *főiskola* were founded in the 16-17th centuries. The predecessors of our *főiskola* education were the *Academias* of the Jesuits, Reformist *Collegia*, and Lutheran *Lycea*. The university (*egyetem*) in Nagyszombat operated until 1635.

In the 18th century *Collegia* and *Academias* provided education in tertiary level in the fields of mining, engineering, agriculture, and economics, thereby laying the foundations of specialisation during centuries to follow.

The 19th and the 20th centuries saw the system of tertiary education reaching its state of completion regarding basic branches of study, even if major events of our national history re-designed the full set of institutions.

Institutions of tertiary education recognised after 1947 could only be run by the state. Institutions run by churches were nationalised; education, and research were separated, and the university (*egyetem*) did not get the right to award academic degrees.

In the early 50s the traditional European university structure was divided into professional (sectoral) groups. Besides *universities of science* universities (*egyetem*) , 'specialised' in medicine, agriculture, economy, and technical education were established. In response to the needs of economy, *főiskola* became likewise differentiated, a process bringing about *főiskola* level institutions of teacher training for lower secondary education, for primary education, and pre-primary education (8.1.). All (*egyetem*) and *főiskola* belonged to the authority of several ministries.

In tertiary education the reform process was inaugurated by the Act I of 1985 and its 1990 amendment. The legislation partly re-regulated the main issues of tertiary education. It labelled universities (*egyetem*) and *főiskola* as institutions of tertiary education. Progress was also made to achieve the freedom of education, through limitation merely by curricular guidelines. In that same period, the need arose for creating uniform Hungarian tertiary education, and restoring the *universitas*, and improving the quality of tertiary education.

In 1993 a new, separate Act was passed on tertiary education. The Act enabled the establishment of non-state, i.e. church and private tertiary education institutions and guaranteed the recognition of the qualifications (6.17.).

Universities (*egyetem*) were allowed to offer university training (*egyetemi képzés*) as well as *főiskola* training (*főiskolai képzés*), and similarly, *főiskola* may also launch courses of university (*egyetemi képzés*) level following accreditation. Tertiary education institutions run by churches are increasingly engaging in education that is not related to their religious profile, i.e. in secular courses recognised by the state.

Today there are 71 independent institutions of tertiary education (listed in the section on institutions and legislation). State maintained institutions of tertiary education number 30. There are 18 universities (*egyetem*), and 12 *főiskola*. Non-state maintained tertiary education institutions equal 41, of which 26 are church maintained, 5 universities (*egyetem*), and 21 *főiskola*. Of 15 private institutions of tertiary education there 2 are universities (*egyetem*), and the rest are *főiskola*.

The separate Act LXXX of 1993 on Higher Education laid the foundations of tertiary education, and defined the legal and organisational conditions of the system operating up to the present time. The Act on Higher Education

- 1 established the maintenance of the dual set of institutions in tertiary education: university (*egyetem*) and *főiskola*,
- 2 defined the criteria of freedom of education, learning, scientific research, and artistic creation,
- 3 restored scientific qualifications, organised PhD courses were returned to the universities' competency,
- 4 created the legal predecessor of the Hungarian Accreditation Committee (*Magyar Akkreditációs Bizottság*), responsible for academic quality accreditation in tertiary education, the Tertiary

- Education and Scientific Council (*Felsőoktatási és Tudományos Tanács*) serving the purpose of expressing, and coordinating the interests of the academic, governmental, and economic branches,
- 5 terminated the fragmentation
 - 6 of institutions of tertiary education under several competent ministries by making the legal predecessor of the present Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium*), then the Ministry of Culture and Public Education responsible for performing the state's general tasks in that area, and various duties arising from operating tertiary education,
 - 7 specified the levels of training: (*egyetemi képzés*), and (*főiskolai képzés*) at basic level and specialisation, plus higher academic degree (doctoral, ~PhD)
 - 8 regulated the status of state and non-state (church and private) institutions.

The 1996 amendment of the Act on Higher Education:

- 1 integrated the two-year higher vocational training in the system of tertiary education,
- 2 regulated the financial and subsidy arrangements of tertiary education, ordering that tertiary education should be funded on a per-capita basis,
- 3 in accordance with the new option of fee-paying training (*költségtérítéssel képzés*), and new higher vocational training, it regulated the legal status of students, the tuition fee, and students' allowances,
- 4 it supplemented the applicable regulations with the tasks of ministries involved in education with their related responsibilities.

The institutional structure of tertiary education continued to be fragmented, consisting of numerous institutions of small numbers of students, and of a narrow scientific profile. In spite of high educational, and research standards, it resulted in rigidity in the process of education, and slow response to changes in society, and a relatively costly institution structure.

The Assembly (*Magyar Köztársaság Országgyűlése*) set the development targets for the tertiary education reform several times. Following the Parliament resolution of 1995, financial incentive was offered on the basis of the government decree through publishing a call for applications for central, and other education related funding. The target for the development was to modernise the institution structure of tertiary education in a reasonable manner in line with the network development plan. Additional objectives were to create a more efficient use of training facilities, and also of the educational and research infrastructure, eliminate duplication, design a uniform management and financial system, operate institutions more economically, and more effectively, reform the structure, and improve the standards of education, create the conditions of cross-over by employing a credit-system, and further diversify offer. Between 1997 and 1999 more than 12 billion HUF was spent on upgrading education and research, and improving quality.

The new tertiary education development programme related to our EU accession includes increasing admission levels, supporting life-long-learning, modernising the tertiary education institution network, further developing knowledge and forms of training answering labour market needs, establishing regional centres of knowledge and innovation, developing IT culture, expand *kollégium* capacities, and in conjunction with that programme, the infrastructure development programme supporting the medium term development plan of institutions got underway.

Eventually, in 1999 the government made a proposal to the Parliament concerning the reform of the fragmented structure of tertiary education, and integrated institutions of tertiary education. Legislation was passed to ensure ongoing operation of tertiary education, and the fundamental rules of transformation.

In its resolution the government decided to go ahead with a reform plan of regionalising the tertiary education institution structure, merging the institutions operating in the same city, and bringing under one umbrella/uniting institutions of tertiary education of similar or identical profiles in Budapest into one. In the course of its reform efforts the government took into account the commitment of the institutions toward integration.

In upgrading the institution system, the main objective is to arrive at a more effective institution structure, i.e. create institutions of tertiary education that are better sized for their professional and economic purpose and content, have multifaceted profile, and respond more flexibly to the needs of society.

The institutions created on 1st January 2000, listed in legislation were made to write down their medium-term institutional development plans applicable to the improvement of the structure of training, and reflecting a uniform organisation. Under the infrastructure development programme the Ministry of Education (*Oktatási Minisztérium*) signed development agreements with 11 institutions in order to implement a total of 50 billion HUF until 2002.

Preparations to introduce the credit system in Hungarian tertiary education were undertaken in 1998. The system was eventually launched in several institutions on the basis of the relevant decree and the experience of institutions of tertiary education. In 2001 40% of students in institutions of tertiary education studied in an institution that introduced the credit-based system in an upward arrangement. As from September 2003 the amended credit legislation requires the credit system to be introduced on a compulsory basis in the entire Hungarian tertiary education structure, thus previous studies will be accounted for in accordance with their credit value and on a *life-long* basis.

From the mid-80s onward there have been an increasing number of students in tertiary education. The rate of the increase has accelerated from 1991, and tripled over a decade. In response to rising needs, the government committed itself to raise state funded admission rates in a differentiated manner in accordance with areas and levels of education. Extensive development -triggered by demographic growth- and the rising value of education resulted in mass education, and in parallel new types of demand.

Conditions of entry in tertiary education changed considerably in 2000. An important requirement of Hungarian tertiary education is that output should be in line with the country's real social and economic needs, and with labour market forecasts, so that meanwhile all young gifted people should be given a chance to embark on tertiary studies.

Two levels of admission planning have been elaborated:

- 1 distributing the total state funded admission quota determined by the government to be admissible for grade 1 among levels of education, and areas of education, and creating the regulation ensuring the operation of institutions, and making the required central decisions on possible further rises in admission levels;
- 2 designing the local admissions-planning strategy of the institutions of tertiary education in the light of all relevant information.

The number of students was raised mainly in shorter practice-oriented [főiskola](#) level initial training ([főiskolai képzés](#)) and in post secondary vocational training. The regulation gives an opportunity for tertiary institutions to determine access requirements for persons with disabilities, and to do the entrance examination for nationalities in their mother tongue.

By signing the Bologna Declaration in 1999, Hungary also joined the European Higher Education Area to participate in discussing issues. The 1993 Act on Higher Education was amended several times. In 2003 the aim of the amendments was to harmonise the Acts on Vocational Education and Training and Adult Education and Training. Decrees introduced guaranteed legal remedy to ensure students' right in mass education, and pre-prepared the new system of entrance procedure that builds on the maturity examination ([érettségi vizsga](#)) from 2005.

In 2002 along with the revision of wages concerning higher education sector, the status of public servants were regulated, and higher education institutions were authorized to launch Bachelor programmes in line with the multi-cycle system by the permission of the Minister of Education and Culture. It was in 2004 when a work on large scale was started in order to revise the 1993 Act on Higher Education, and the preparation of a new HE Act began. The Government adopted the Hungarian Universitas Programme, whose main objective became the comprehensive development of tertiary education.

Organization and operation of tertiary education is ensured by a newly developed set of regulations. The higher education system affected by social and economic changes has greatly been influenced by the labour market. The new Act on Higher education accepted by the Parliament in November 2005 entered into force on 1 March 2006, it follows the principles of the Community and its agreements.

Key elements of the 2005 Act on Higher Education are the following: it introduces the new multi-cycle system, it defines the new education and training structure and the institutional system (establishment, operational conditions), it widens the circle of maintainers, and determines in a unified way all the rights and duties that are given to every higher education institution irrespective of its maintainer. The new regulation separates the roles of state in the way that duties of the state as maintainer be separate from duties exercised by the state as a public authority.

The new act also sets a new framework of higher education governance. The Financial Board (Economic Board) established within the higher education institutions is the body that delivers opinions, contributes to the preparation of strategic decisions (made by the senate) and cooperates in the monitoring of implementation. Members of the board are delegated by the senate. By the reformation of the governing system of the HEIs, the act has established the conditions for a renewed financial and economic operation.

In accordance with the community policies it regulates the working conditions of higher education students, the services provided by HEIs, the possible financial support of higher education studies at home and abroad, the operation of foreign HEIs in Hungary, and the cooperation of Hungarian and foreign HEIs in respect of joint programmes and joint degrees as well.

According to the Act on Higher Education 2005, the framework of tertiary education has changed since 1 September 2006. The multi-cycle education has been introduced.

The convergence programme of the Hungarian State made necessary the revision and transformation of budgetary support of tertiary education (the *Act CIV of 2007 on the 2005 modification of higher education*).

6.1.1. Non-university tertiary education

6.1.1.1. Higher vocational training

Higher vocational training (ISCED 5B) was made to form part of the duties of institutions of tertiary education through the Act on Higher Education, and the related government decrees. One third of the knowledge (up to 60 credit points) acquired during the courses of higher vocational education may be converted into credited at the bachelor level of tertiary studies.

Mainstream vocational training undertaken following the [érettségi vizsga](#) constitutes a separate level in the National List of Qualifications, which is concluded by a certificate, which does not change the qualification level of a successful candidate.

This form of training, as a side-product of mass-education, is spreading fast also in comparison with other European countries, lead by demand for diversification. A special characteristic of higher vocational training is that students may have legal relationship with a higher education institution if the training is organised by a HEI, or they may have legal relationship with [szakközépiskola](#) if the training is organized by an upper-secondary vocational institution in cooperation with a higher education institution.

Vocational training courses may be launched in an institution's individual competency as soon as the professional standards and examination requirements have been announced in a ministerial decree. An institution of tertiary education may launch a course of higher vocational training – following ministerial approval of professional standards and examination requirements – only if it has the conditions in place in its basic courses of the same area.

The legislation that modifies the rules of higher vocational training (Act LX. Of 2004 on amendment of certain educational legislations to promote the implementation of educational rights and to improve the higher education and training system and institutional network) defines the possibility of a contractual relationship between the student and a business firm for professional practical training. Although this piece of legislation was repealed by the Act LXXXII of 2007, some elements of it had been built into the Act on Vocational Training.

According to the 2005 Act on Higher Education the higher education institution may cooperate with the Chamber of Economics and Vocation in the preparation and implementation of the vocational and examination requirements. State recognition of a vocational qualification may be jointly claimed

(through an accreditation procedure) by the chamber and the higher education institution. Agreements may be established with economic organizations in order to provide practical training.

As a result of the revised vocational training system a new register of vocational qualifications was published. (2006/1. ministerial decree).

The new register lists 21 study fields of vocational qualifications, including the higher vocational training qualifications. Owing to the new register new professional and examination criteria have been introduced. (See [5.1.](#); [5.3.](#)).

Today, together with the branches, there are more than 70 vocational training programmes. It has overall 28 409 participants. Out of which 16 011 study in vocational schools ([szakközépiskola](#)), 12 398 in tertiary educational institutions.

A Governmental decree no. 237/2006 on the entrance procedure of higher education institutions defines in the cases of higher vocational trainings the qualified higher educational fields in the further training.

6.1.1.2. General further training

Institutions of tertiary education provide various kinds of training in order to. update or expand participants' knowledge, and also offer programmes related to particular field of sector (e.g. the health, social, or agricultural sector).

In several branches it is compulsory for employees to go into further training after obtaining a degree/qualification, or having spent some period in a given profession. In the field, the institutions of tertiary education play a decisive role concerning some specific areas of particular regions.

According to the 2007 modification of the Act on Higher Education of 2005 one can study at a higher education institution not only in education/training ending in a qualification, degree, certificate, but one can enroll after having received a bachelor or master degree in order to study ([résztismeret](#)). For this purpose at one occasion one can study two semesters. The acquired knowledge may be counted/recognised at later studies in the form of credit points.

6.1.2. Tertiary education - Initial training

The ISCED system categorises both ([egyetemi képzés](#)) and ([főiskolai képzés](#)) of the former system and bachelor courses and master courses of the multi-cycle system from a qualification point of view as 5A.

The levels of education of [főiskola](#) and university do not build directly on each other ([egyetem](#)) in accordance with the Act LXXX of 1993 on Higher Education. Inception of university ([egyetem](#)) studies is not conditional on graduation from [főiskola](#). The institutions of tertiary education decide themselves what prior knowledge of a candidate they recognise.

Requirements of **főiskola** level education may be fulfilled with the same conditions at both university (**egyetem**) and **főiskola**.

Főiskola level education is an independent qualification, but may count as a separate level of education when a university course is built on a **főiskola** degree.

The 'university' feature in university level education (**egyetemi képzés**) traditionally derives from the scientific orientation of the training. University education today constitutes a separate level of education. In most cases the same course is available in the education system at **főiskola** level, and at university (**egyetem**) level.

University education (**egyetemi képzés**) normally lasts for a minimum of 4 years (8 terms), usually 5 years, and exceptionally 6 years. The basic level of **főiskola** level education (**főiskolai képzés**) lasts for a minimum of 3-4 years.

Following the decentralisation process in education in the early 1980s new regulation of education came on the agenda ensuring the domestic and international equivalence of degrees, and promoting the freedom of education using an output oriented approach in harmony with international practice. Central curricula were replaced by curricular guidelines and after 1993 by qualification criteria in accordance with section **6.3**.

When designing qualification criteria with the cooperation of experts, the structure of initial training was reviewed area by area, the structure of courses in certain branches of training were defined, and as the relevant legislation gradually rose in the legislation hierarchy, the initial training courses of tertiary education were legitimised by government decrees.

Concerning tertiary education it was the governmental scope of authority to determine the qualification criteria for each study programme, which it performed in 2001 by officially stating the criteria for each course in the area of humanities (**6.10**).

Hungary agreed to implement the multi-cycle system in higher education and training by 2006 at the Berlin Summit of the countries where the country signed the Bologna Declaration in 1999. The amendment of the Higher Education Act (1993/LXXX.) authorized the set up of three BSc (Bachelor of Science) courses; two of them were launched in 2004.

The conferences of institution managers representing the professional interests of Hungarian tertiary education i.e. the Hungarian Rectors' Conference, the Conference of Rectors of **főiskola** together with the Hungarian Accreditation Board of Higher Education (*Magyar Akkreditációs Bizottság*) made a proposal concerning the structure of the first cycle of the multi-cycle training structure. The Government Decree on the multi cycle training structure (2004/258. on certain rules of the implementation of the multi-cycle, linear training in higher education and on the rules of launching the

first training cycle) defined 12 educational areas with 102 BSc (bachelor) degree courses, and 7 MA (master) courses that remain long courses, courses with no exit possibility in the first cycle. Higher education institutions may launch new courses based on the opinion of the Hungarian Accreditation Committee and the approval of the Minister of Education and Culture.

The new education and training structure is regulated by the 2005 Act on Higher Education. The Act specifies a 3+2 structure in the new multi-cycle training system, on which the doctoral studies are built as third cycle. There are only a few exceptions such as the law education, medicine and few fields of the arts education and training.

The first cycle of the multi-cycle structure ends in a Bachelor's degree and enables its holder to enter positions that require this level of qualification. Education and training period lasts at least 6 and maximum 8 semesters. In bachelor courses where practical training is required it should be at least one semester long.

A Governmental decree no. 289/2005 on the bachelor and master education and training and on launching higher educational courses allows 3,5 year long courses in the fields of agriculture, technology, business, social, health sciences and remedial teachers. Furthermore there are 4 year long bachelor courses in the fields of civil engineering and general teacher training with the special condition that the time surplus may be recognized in future master course that is shorter than two years.

On completion of Master courses candidates receive a Master's degree (magister) which enables them to fulfil positions requiring Master's qualification. Master courses require minimum 2 and maximum 4 semesters of education and training. Both in multi-cycle structure and in long cycle courses the full training period that a Master's qualification requires is minimum 10 and maximum 12 semesters.

On 1 September 2006 following the structural changes in the Hungarian higher education system, the first cycle was complete with 101 bachelor courses and by 7 long cycle master courses that all fulfil the requirements set by Bologna process. In the field of arts education the first cycle began in 2007, and bachelor courses increased to 133, and the number of courses ending in a Master's degree in one long cycle increased to 17.

On the basis of the 2005 Act on Higher Education that regulates the multi-cycle higher education and training system it was accepted that the number of bachelor programmes may be expanded only after the revision of the system of specializations and branches.

In the fields of technology and information and communication technology bachelor programmes were launched as experiment in the academic year 2004-2005. Those finishing their studies there and those completing their studies in (egyetemi képzés) and (főiskolai képzés) education and training could continue their studies in master programme courses. 274 Master courses have been launched.

6.1.3. Post gradual level

6.1.3.1. PhD training

A traditional function of a university (egyetem) is to run PhD courses to prepare for the highest level of academic qualification (ISCED 6), and to award doctoral grades. Hungarian universities (egyetem) were deprived of that right in 1950. The network, the structure, and the governance of tertiary education were completely transformed. The universal teaching and training research universities were divided; certain faculties, the scientific and academic activities and academic qualification were separated from their rights. 1992 was the year when an agreement was signed again between the Hungarian Conference of Rectors and the president of the Hungarian Academy of Sciences representing and operating the Committee of Scientific and Academic Qualifications. This agreement allocated the right of academic and scientific courses and qualifications to universities (egyetem).

Universities (egyetem) given back that right after the political changes through a statutory provision passed in 1993 began a new type of Doctoral training and awarding of scientific degrees. That right of universities (egyetem) is established in a legal standard laid down in the Constitution. That historic process reached its conclusion when universities (egyetem) as already autonomous entities in exercising their rights recognised that when given back the authority of providing the highest level of training, and awarding scientific grades, their services must be subject to quality standards established by the scientific elite of the respective sciences.

Universities (egyetem) have the exclusive right of awarding scientific grades.

Legislation was also passed to enable the replacement of art teachers in tertiary art education, and gaining international recognition to the doctoral grade (Doctor of Liberal Arts) in arts.

A doctoral course is a post-graduate course provided by a university (egyetem) for three years (36 months) to enable participants to obtain the PhD grade. A doctoral course requires continuous studies, research, and reviewing achievement including the performance of requirements laid down in the doctoral regulations of the university (egyetem), and similarly the successful passing of all doctoral examinations except for the final complex doctoral examination.

Acquiring PhD grade is functionally built on the doctoral course, but its procedure is independent both legally and in its progress. The PhD candidate has to write a doctoral thesis.

Doctoral courses until the academic year of 2001/2002 were run in accredited programmes, and the comprehensive accreditation following the first eight years took place simultaneously with the creation of the organisational framework of doctoral training, and of doctoral schools. The integration of institutions of tertiary education provided favourable conditions to the establishment of doctoral schools.

The present system of Hungarian doctoral training and awarding of grades is a modern structure modelled on the pattern of Anglo-Saxon traditions. 25 universities (egyetem) operate 169 doctoral schools. With nearly 8000 PhD students and professors already possessing the grade, university (egyetem) is the greatest innovative research base of Hungary.

The doctoral course (PhD) is the next scientific level following master course, and preparatory training for obtaining the doctoral grade in arts (DLA). The standard regulation from a sectoral science-political point of view in doctoral education and at obtaining the PhD grade is ensured by law (The Act CXXXIX of 2005 on Higher Education) and a governmental decree (2007/30. governmental decree; on the rules of procedure in doctoral school and on the conditions of obtaining a doctoral grade).

6.1.3.2. The system of further training

See subparagraphs

6.1.3.2.1. Specialised further training

The distinction of initial training and further training as consecutive phases in the education system, and the differentiation of objectives in education as a whole played a major role in upgrading the structure of tertiary education. The initial training phase aiming to provide a broader knowledge base more in line with labour market needs was supplemented by a further training system; equipping students with more profound knowledge, and issuing a special qualification.

Specialised further training following the obtainment of a university ([egyetem](#)) or a [főiskola](#) qualification is meant to satisfy the rapidly changing demand for expertise in society and in the economy. Its primary objective is to train people to fill a specific position or do a specific job.

In the last decade further training courses were launched under the instructions of certain authorities arranged under the auspices of individual institutions. Such courses included training of specialised engineers, economists, lawyers, etc. As the Act on Higher Education took effect, the specialised further training courses needed recognition by the state, and so the qualification requirements of the courses of further training became necessary. Institutions of tertiary education initiated the establishment of 343 specialised further training courses over the past years.

Establishing specialised further training courses built on initial training belongs to the competency of the Minister of Education and Culture. Launching a course has been the right of institutions of tertiary education since 1999.

In the higher education system regulated by the 2005 Act on Higher education launching of a further training course, professional higher education training programme is still the right of the institution of tertiary education. It can follow any degrees both Bachelor's and Master's. It involves a specialization in or acquiring supplementing knowledge in a field of study that ends in awarding a certificate on completion, but do not lead to another degree.

6.2. Ongoing Debates and Future developments

See subparagraphs

6.2.1. Transforming the educational structure of institutions of tertiary education

The Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium*), in line with the government programme, tabled a proposal to the government on a comprehensive tertiary education development programme in the light of Hungary's EU accession (titled Government proposal on the Hungarian *Universitas* Programme, and a Discussion paper on the new Act on Higher Education).

By signing the Bologna Declaration also the Hungarian tertiary education committed itself to contribute to the creation of the European Higher Education Area by 2010 so as to ensure the competitiveness of the European Union. Following successful accreditation, Hungary must introduce the multi-cycle training system from 2006 onward.

The Act XXXVIII of 2003 amending the Act LXXX of 1993 on Higher Education enabled the Minister of Education and Culture to permit the launching of training of a qualification, structure, content, and duration different from what is available at the courses of initial training. In 2003 the first training cycle of the multi-cycle training structure was accredited in two basic courses in the IT area.

The conferences of institution managers representing the professional interests of Hungarian tertiary education i.e. the Hungarian Rectors' Conference, the Conference of Principals of *főiskola* together with the Hungarian Accreditation Board (*Magyar Akkreditációs Bizottság*) made a proposal concerning the structure of the first cycle of the multi-cycle training structure. The Government Decree on the multi cycle training structure (2004/258. on certain rules of the implementation of the multi-cycle, linear training in higher education and on the rules of launching the first training cycle) defined 12 educational areas with 102 BSc (bachelor) degree courses, and 6 MA (master) courses with no exit possibility in the first cycle. Higher education institutions may launch new courses based on the opinion of the Hungarian Accreditation Committee and the approval of the Minister of Education and Culture.

The calls for applications published under the Human Resources Development Operational Programme of the National Development Plan prepared to receive the EU Structural Funds are meant to support the structure as well as the content of tertiary education.

The legal status of students, the funding of the training, and the grants channelled to students will change to fit the new training system as the new Act on Higher Education, forming part of the Hungarian *Universitas* Programme will enter effect. The aim of the change will be to ensure free choice of institution, students' mobility, doing parts of one's studies at different institutions domestically or internationally, guaranteeing that previously acquired knowledge is taken into account, the legislative environment required for this, the organisational framework, providing financial support, solving problems arising from training becoming so widespread, the qualitative development of tertiary education, strengthening links with the economy, and fine-tuning training to market demand.

In the new system the initial training cycle of 3-4 grades (undergraduate degree) will be followed by the second training cycle. The initial cycle providing a bachelors degree will ensure sufficient

knowledge, and technical competence applicable in practice (application requirements) to enable immediate success in the labour market, and at the same time it will provide appropriate theoretical grounding for continuing studies uninterrupted or later following some years of work, to obtain the MA, the graduate degree.

The National Development Plan accepted and submitted by government provides a comprehensive strategic and coordination framework also in order to upgrade life-long-learning. The National Development Plan places life-long-learning in the context of the economy and tertiary education, and attaches particular significance to the objective that the development of the institution structure and the programmes of life-long-learning should take place in close cooperation with the players of the economy.

According to the 2005 Act on Higher education a Government decree (289/2005 on bachelor and master degree courses) regulates bachelor and master courses. Teacher education for teachers working in lower and upper secondary education has been restructured according to the multi-cycle system and teacher qualification may be acquired on completion of a master course.

Working out the competence based education and training requirements, and defining the learning outcomes of the bachelor courses are considered as reforms of the newly structured higher education. Launching of new courses and their requirements, defining of institutional conditions, preparations of curricula, syllabus, the programmes and entrance procedures are all regulated by ministerial decree (15/2005 on the education and training requirements and definition of the learning outcomes of bachelor and master courses).

In the governmental programme passed in 2006, the realization of competitive and quality tertiary education became objectives. The transformation of the financing of training and the introduction of a more justified financing construction became issue. The Parliament accepted to enact the education endorsement during the education period.. As the result of the referendum held in March 2008, however, the Parliament abolished the tuition fee, therefore it has not been implemented.

In the phasing in period of the multi-cycle training structure the higher education institutions paid much attention to Bachelor programmes first and only later on had they started to work on Master courses. This system of implementation makes it necessary to revise the whole structure of the multi-cycle system.

The introduction of the new multi-cycle system was accompanied by some uncertainty from the part of the students, parents, players of the higher education as well as the actors of the labour market on how the newly acquired qualifications and knowledge could be used. The adoption of learning outcomes and the planning and integrating of learning programmes on the basis of them are the most important objectives. During the planning of the new multi-cycle training structure and the launching of the new study programmes the question of employability was always much in consideration. Firstly, the many different outcomes, the different qualifications that can be obtained ensure better possibilities for the students to enrol to further courses, receive better and higher qualifications. The question of how employability of students and their preparation for further (Master or doctoral) studies can be ensured at the same time. Therefore good communication, dialogue between the actors of higher education, stakeholders and the business world is an important task.

The Government made a decision on the establishment of the National Qualifications Framework that must be linked to the European Qualifications Framework.

The higher education institutions have to be encouraged to cooperate and work out joint programmes with foreign higher education institutions.

6.2.2. Admission procedure

The Act and decree on Higher Education was amended with the introduction of the advanced-level [érettségi vizsga](#) in public education. The results of the [érettségi vizsga](#) entitle its holder to apply for an institution of tertiary education. From 2005/06 academic year onwards, admission will be decided by the institution of tertiary education on the basis of the [érettségi vizsga](#) certificate and achievement in secondary school ([középiskola](#)).

This means that it is the decision of the higher education institution of how many students are accepted, which may greatly influence the education and training activity of the HEI through the appreciation of society and the market.

Candidates applying for admission to bachelor course, higher vocational training, and long-cycle course cannot be taken out to an entrance examination delivered by the HEI. Their acceptance must be calculated from the results brought from [középiskola](#), the results (converted into points) of the [érettségi vizsga](#). Every year the government decides on the number of state funded students.

There is a competition for students among tertiary institutions.

Tertiary institutions gain students by ranking students: based on their secondary school performance and choice of institution. In Master programmes the entrance requirements are established by the higher education institutions.

6.2.3. Planned measures of the Hungarian Universitas Programme

The government decreed (1068/2004) on the Hungarian Universitas Programme and the new concept of the Act of Higher Education. The legislation was prepared as a result of a larger consensus of political and civil actors, taking economic and social changes into consideration, defining the requirements for operating and founding new higher education institutions [főiskola / egyetem](#), reorganizing the control structure and the financial management of the institutions, splits administrative functions, creates the framework for multi-cycle training in Hungary.

Priority will be given to support students, improve the conditions of learning, and managing talented students..

Further measures in the programme:

- 1 regulation that enables everyone to gain admission to a state supported training programme if they have the requisite abilities,
- 2 encouraging domestic and international mobility of students, and ensuring the required financial conditions,
- 3 assisting disadvantaged young persons in gaining admission, and in successfully completing the programme,
- 4 talents management in the doctoral course, and in the scientific students' circle,
- 5 [kollégium](#) development involving investors from outside the public finance sector,

- 6 IT based development of teaching material in accordance with the programmes of the new structure of training,
- 7 creating the conditions for students to take teaching positions in tertiary education institutions,
- 8 extending students' rights.

Also part of the Hungarian Universitas Programme is the development of the employment and remuneration arrangements of instructors/teachers, the expansion of research and development, infrastructure programme(s) involving private capital, successful participation in applications of the National Development Plan Operational Programme in order to obtain access to funding from the Structural Funds.

The modernization of infrastructure and the purchase of educational services ensure the institutional catching up to the European Higher Education Area. The higher education institutions enjoying a high level of autonomy could apply for the following:

A programme that was for establishing a student residence hall/dormitory for 10 000 students

A programme that was for modernising student residence hall/dormitory for 20 000 students

Programmes expending the educational and training infrastructures

Three student residence halls were built until 2007. Ten higher education institutions finished reconstruction of student residence halls. This meant 7743 modernized dormitory places and it was expanded by 230 new places. As for buildings with educational and research purposes at twelve higher education institutions all together 17 buildings were either built, 8 new establishments, and 9 were refurbished and modernized.

The buildings of 6 (egyetem) and 6 (főiskola) were enlarged and/or refurbished.

6.2.4. Measures taken by the 2005 Act on Higher education

According to the 2005 Act on Higher education and the changing economic and social environments all HEIs are to set up their financial board. A Financial board is a body which shall cooperate in both substantiating the execution of the tasks of the higher education institution, the preparation of strategic decisions promoting the efficient and responsible utilisation of funds, assets, public funds and public property received, and in monitoring their implementation, and shall further contribute to the preparation of maintainer's decisions as stipulated.

Members of this board are mainly delegated by the senate and the student union and in smaller ratio by the Minister responsible for higher education.

Higher education institutions are to re-examine their organization, operation and regulations while the autonomy of the institutions is still to be respected.

By giving the right of flexible use of the financial support to the budget, the right to establish an economic company or partnership, and foundations, and the right to sell immovable estates, the income of which should be used for development purposes the Act on Higher Education has set the conditions of a managing university (HEI).

Holding an academic degree is a basic requirement of a more rationalized employment of educational and research staff of HEIs, while promotion became performance based.

Along the experience of a quickly developing higher education the need to unify the teaching and research activity, assuring continuous quality improvement, the establishment of a smooth operation and rendering of student friendly services of the higher education system were emphasized.

The operative programmes of the National Development Plan aim to change education and training structure and improve infrastructure.

The government established the Educational Authority (*2006/307 governmental decree; on the Educational Authority*) as the central budgetary body (*the Act LVII of 2006 on the central budgetary bodies and on the legal status of government members and Secretaries of State*), It operates as a tertiary educational registration centre. It

- keeps records of tertiary institutions – e.g. launching and modifying their activities- in line with public administrative proceedings
- performs authority procedure
- keeps authoritative register of the institutions
- decides whether non-budgetary tertiary institutions are non-profit organisation for public utility purposes.

The Act on Higher Education (the Act CXXXIX of 2005) stipulated the establishment of a tertiary information system. There are two main groups of data considered decisive in the case of tertiary institutions: data connected to the operation of an institute, and the private data of students and employees. The tertiary information system is a central administrative system built on the data handled by the tertiary institution. Tasks related to the tertiary information system belong to the responsibilities of the Educational Authority.

The 2005 Act ensures and expands the possibilities of higher education institutions for free cooperation, which encourages the establishments of knowledge centres both in regions and in the EHEA. Institutions may cooperate in all those activities that are settled in the founding document of the higher education institutions and they may cooperate with anyone in order to fulfill their tasks.

The 2007 modification of the 2005 Act on Higher Education regulated the funding of higher education. From the beginning of 2008 the state financial support of the budgets of higher education institutions is established under a 3 year long agreement, in which the distribution of the support between HEIs without impairment of the economic autonomy of the institutions is carried out on the basis of performance criteria keeping in view the economic operation and supportive quality development.

6.3. Specific Legislative Framework

The regulation of tertiary education is based on the Constitution, and the Act on Higher Education passed by the Parliament (*Magyar Köztársaság Országgyűlése*).

In the separation of public authoritative functions, it is the right of the Parliament to regulate the principles, development aims as well as areas and the state support provided for the operation of higher education, and also the recognition of higher education institution.

Tertiary education is available to everyone with the necessary abilities. The 2005 Act on Higher Education provides the general principles of organisation, management, operation, and funding of

institutions of tertiary education, the independence of the university (*egyetem*) and the *főiskola*, the training that they ensure, and the rights and obligations of those participating in training. It likewise regulates the jurisdiction of Parliament, the government, and the Minister of Education and Culture, and the tasks of the national bodies of tertiary education as in 4.2., and of the Hungarian Board of Accreditation (*Magyar Felsőoktatási Akkreditációs Bizottság*).

The rate and the specific sources of state funding channelled to institutions of tertiary education are laid down annually in the Act on the budget.

Employment as college or university professor shall be conditional on appointment as college professor by the Prime Minister, or to university professor by the President of the Republic of Hungary, respectively.

The Government of the Republic of Hungary submits bills and draft resolutions to Parliament that have a bearing on higher education, the Higher Education Development Plan for medium term (at least six years), and its implementation report. It adopts a resolution to establish the quota of students admissible to state-funded training in the year concerned, and distribute such quota according to area of study, the work schedule of programme, and the level of training.

Regarding tertiary institutions of military and law enforcement the maintainers are the Minister of Defence and the Minister of Home Affairs. Tertiary institutions specialized in both health and agricultural training also take part in dealing with health- and agriculture related tasks. Sectoral duties are co-ordinated and financed by the Ministry of Health and the Ministry of Agriculture and Rural Development.

In compliance with the provisions of the Higher Education Act, the Minister of Education and Culture is responsible for the sectoral management of higher education. The competence of the Minister of Education and Culture in sectoral management extends to all activities covered by the Act regardless of the type of institution where such activities are pursued and of the maintainer's status. The Minister of Education and Culture does not hold direct authoritative rights over higher education institutions. The public authoritative rights of the Minister of Education and Culture are limited in the issuing of regulations and in monitoring..

The Minister of Education and Culture participates in the preparation and forming of Government decisions on higher education policy and development, oversees science policy in each sector and its implementation, coordinates the adoption of a national conception of science policy, and puts forward proposals in such matters.

As part of the responsibilities relating to the organisation of higher education, the Minister of Education and Culture

- 1 operates the information system of higher education, the graduate career monitoring system, the Office of the Commissioner for Educational Rights, the National Higher Education Information Centre, the registration centre, and the Hungarian Equivalence and Information Centre the Education Mediation Service;
- 2 lays down the requirements that higher education institutions shall observe in institutional planning and in ensuring a healthy and safe operation;
- 3 sends proposals to the Prime Minister for the appointment and release from service of college *főiskola* rectors and professors, and to the President of the Republic of Hungary for the appointment and release from service of university (*egyetem*) rectors and university professors;

- 4 establishes the principles governing sectoral quality policy;
- 5 proposes statistical reporting;
- 6 oversees the lawful operation of higher education institutions;
- 7 oversees the internal audit of the relevant budget chapter;
- 8 determines the distribution of the quota of students admissible to state-funded graduate and doctorate courses and to postgraduate specialist training courses among the institutions on the basis of their applications.
- 9 Based on the proposals of the Hungarian Accreditation Committee of Higher Education, the Minister of Education and Culture institutes' court proceedings in case there is need to annul the results of examinations organised by higher education institutions and to invalidate the certificates and diplomas issued.

A part of the sectoral duties of the Minister of Education and Culture through authority proceedings were passed on to the Educational Authority, a budgetary body, with a decision of first instance, and the Minister makes decisions on second instance.

Organizational independence of higher education institutions is guaranteed by institutional autonomy. Autonomic operation is ensured by the Act on Higher Education that lays down the basic principles and regulations. Parliament determines the basic decisions concerning the existence and operation of the higher education institutions. According to the decision made by the Parliament higher education institutions work out and manage the inner life of the institution by the rules and operating regulations. It is the right of institutions to establish their operating bodies and to practice their management rights.

The Act on Higher Education ensures the participation in decision making (giving consent) to the Hungarian Rectors Conference in representation of higher education institutions, and to the Hungarian Accreditation Committee, which is to ensure the quality assurance and accreditation system of the Hungarian higher education system.

The Government exercises its governance powers, determines the order of multi-cycle training, the qualification framework, and the procedure how to launch a programme – subject to the consent of the Hungarian Rectors Conference, and the rules of doctoral education subject to the consent of the Hungarian Accreditation Committee of Higher Education.

The Minister of Education and Culture shall request the consent of the Hungarian Rectors Conference when issues a decree on the learning outcomes of bachelor and master courses and on the general conditions of organizing a professional training course.

Within the bounds of applicable legislation and the relevant decrees, institutions of tertiary education are free to design their own organisations, and to decide on any internal issue of the institution in accordance with their statutes, including curricula, and study-related matters of students.

The higher education institution prepares a quality development programme. The institutional quality development programme specifies the process of operation of the higher education institution, as part thereof the execution of management, planning, control, measurement, assessment, and consumer protection related tasks. The institutional quality development programme also regulates the rules pertaining to the evaluation of lecturer performance by the students. The higher education institution annually revises the implementation of the institutional quality development programme, and publishes its findings on the website of the institution as well as in customary manners. The Act on HE determines the tasks of sectoral quality policies.

Quality assurance apart from evaluation and accreditation includes internal quality assessment system of the HEIs. The comparison of the Hungarian quality assurance system to the ESG (the quality assurance requirements of the EHEA), the external evaluation on the operation of the Hungarian Accreditation Committee has been carried out. The Hungarian higher education institutions have defined their quality assurance system in their rules of organization and operation since 2001. The TQM systems use the EFQM based self evaluation method apart from the self evaluation based on ESG that was prepared for the national level accreditation procedure.

According to the 2005 Act on Higher Education a ministerial decree regulates the establishment and grant of the higher education quality award. The award was first given to HEIs in 2007.

6.4. General Objectives

The basic principle of the operation of Hungarian tertiary education includes the constitutional rights of the individual, and the Magna Charta of European universities ([egyetem](#)), and the will to improve social and national existence. Its rules of operation ensure the freedom of education, of learning, of science, and of arts.

The objective of tertiary education is to ensure higher vocational studies, ([egyetemi képzés](#)) or ([főiskolai képzés](#)), as well as bachelor and master degrees and qualifications to persons having completed their upper secondary studies ([középiskola](#)), or postgraduate training to those already practising some profession, and wish to obtain a certificate/degree to facilitate employment. Further, by providing them with knowledge on national and universal culture it aims to equip students with the elements of an intellectual lifestyle, to teach them to appreciate arts, to develop their command of their mother tongue, and their foreign language skills to the extent necessary for their qualification, and for IT literacy.

Another aim is to ensure the conditions of a healthy and cultured lifestyle, of the freedom of education, talents management, and assisting the studies of those socially disadvantaged or physically disabled.

Institutions of tertiary education realise their general objectives through the education, and further training they provide, their scientific, and artistic activities, scientific networking, maintaining international scientific relations, rendering scientific services, and arranging schemes of scholarships.

The Act on Higher education creates legal conditions for higher education institutions and enables them to operate in line with and to benefit from the autonomy guaranteed by it, and to ensure teacher, researcher and student participation in exercising autonomy. The elements of autonomy listed in the Act may be exercised within the limits defined by the law. Provisions pertaining to autonomy may only be governed by the law or subject to authorisation granted by the law.

Autonomy in terms of education, research, organisation, operation and management of the higher education institution

- 1 incorporates the right of the higher education institution to determine its own educational system, to set up its organisational structure, to establish its rules and regulations, and to decide on matters concerning students, employment and finances relating to the fulfilment of its tasks,
- 2 extends to the choice of topics and the educational and research methods applied in education, research and development as well as in artistically creative work – taking into consideration prevailing conditions – in respect of the teacher, the researcher and the institution alike,
- 3 includes the free selection of staff employed by the institution and the designation of their duties based on institutional requirements and expectations concerning performance and quality of work,
- 4 covers the establishment of internal organisational bylaws and operation of the institution, including the setting up, the transformation and the winding up of various (educational, research, service, management and other) units, as well as the right to institute institution-specific statutes,
- 5 includes the selection of the heads of the institution by means of an application scheme, and their democratic election,

The Act on Higher Education (the Act CXXXIX of 2005 on Higher Education) regulates the sector neutrally. It opens up opportunity to establish institutions of tertiary education and also specifies the rights and obligations that are irrespective of maintainers and thus every institution are entitled for and bound by. The regulation ensures the same rights to all tertiary institutions in professional and economic decision making.

Every year the government specifies the total number of students in tertiary education whose studies it can afford to support. Institutions of tertiary education may admit further applicants if their teaching staff and their facilities can cope with more students, but these students will have to cover their own costs (see 6.6.). They will participate in fee-paying training (*költségtérítéses képzés*). The decision is made with a strategic basis considering the fields of education, the funding and operation of the institutions of tertiary education.

Each Hungarian citizen has the right to pursue studies in a higher education institution under the conditions defined in the 2005 Act on Higher Education, enrolled in either state-funded or fee-paying training. The following persons shall also be vested with this right:

- 1 citizens of the member states of the European Economic Area and their family members,
- 2 refugees, asylum-seekers, exiles, immigrants, and residents living in the territory of the Republic of Hungary,
- 3 foreign nationals enjoying the same rights as Hungarian citizens on the basis of an international agreement,
- 4 the nationals of countries where Hungarian citizens have recourse to the higher education services of the country concerned based on the principle of reciprocity.

Due to social and economic changes and tasks of the European Community, the government ensured the operation of tertiary education and the connection of tertiary education and its environment with a new piece of legislation (*the Act CXXXIX of 2005; on Higher Education*). The Act that came into force on 1 September 2006, defined as an objective the network transformation and operation of tertiary education. The objective is to reform tertiary education so that it

- be open in its relations and competitive in the European market,
- provide quality education,
- successfully participate in national and international research development and innovation,
- be efficient concerning economy,
- be professionally directed in economic and academic questions, in tune with the demands of labour market.

The higher education reform that was announced in 2006 committed itself to quality development instead of quantity type development.

The National Office for Research and Technology started a support programme to establish and operate Regional (University) Knowledge Centres in 2004. From 2005 this programme was renamed Péter Pázmány Programme. With the use of this grant (in total HUF 18,3 billion) between 2004 and 2006 a unique network of Regional Knowledge Centres was established.

The main goal of the Péter Pázmány Programme is:

- to establish Regional Knowledge Centers (RKC) to exploit research and development results in close cooperation with the industrial sector;
- to establish professional and regional centers of excellence in cooperation with companies and other research organizations to manage innovative projects, focused on research and development at an international level.
- by cooperating effectively with the industrial sector, stimulate the technological and economical development of the regions.
- to transfer R&D results to marketable new products and technologies.

6.5. Types of Institution

The institution structure of Hungarian tertiary education is governed by relevant legislation. The structure is of a dual nature consisting of universities (*egyetem*) and of *főiskola*. The two are legally identical. Their tasks and the employment criteria of some of the jobs in some of the institutions are partly different, that is why the collective term *institution of tertiary education* may be used. The procedure of establishing an institution of tertiary education is governed by the 2005 Act on Higher Education.

The higher education institution can receive state accreditation if it ensures the conditions required for the fulfilment of its mission and provides

- 1 bachelor (undergraduate) courses,
- 2 bachelor (undergraduate) and master (graduate) courses,
- 3 bachelor (undergraduate), master (graduate) and doctorate courses,
- 4 master (graduate) and doctorate courses

in a given training structure defined in the Act on Higher Education, offering more than one programme in at least one field of training, discipline of science or field of art.

A university (*egyetem*) must have the authority of conducting scientific research at least in one discipline of science, doctoral courses, to recognize tertiary qualifications, to award doctoral grades, and offer master courses at least in two fields of training.

At least two thirds of its professors must have a doctoral grade, and the infrastructure necessary to run its training and scientific research (buildings suitable for the purpose, a dedicated library, an IT system, a laboratory, work stations for experimentation and practice, instrumentation, and other equipment).

Universities are divided into faculties. The faculty is an educational and organisational unit in an institution of tertiary education that arranges and provides tertiary level education in one or several –

professionally related – courses. The internal structure of the university (*egyetem*) and the *főiskola* is designed by the institutions themselves.

A state maintained institution of tertiary education is a budgetary institution responsible for treasury property, and resources allocated to it in the country's annual budget. Regulations determining the operation of higher education institutions are unified and do not depend on the entity of the maintainer.

However, higher education institutions maintained by the state, local authority, or the authority of a minority may operate on the basis of the order of the central budgetary regulations, they cannot be committed to any religions or ideology. Distinguishing between state maintained and non-state run higher education institutions are important in case of establishment, changing, closing down, and economic activities of the institution. In giving orders to the rector of the higher education institution, the Minister of Education and Culture as the maintainer of the state-funded higher education institutions has fewer rights than the maintainer of a non-state higher education institution.

Only state-funded higher education institutions have to establish a Financial (economic) Board.

The Act on Higher Education provides a list of the names and location of institutions of tertiary education that are formally recognised as such in Hungary, and whose degrees or grades are recognised as a degree or grade of tertiary education. The institutions listed in the Act on Higher Education are the ones eligible for recognition abroad, whose degrees, and scientific grades may likewise be recognised.

The name (*egyetem*) (university) and *főiskola* or their foreign language equivalents may only be used by institutions of tertiary education established by or with the approval of the Parliament (*Magyar Köztársaság Országgyűlése*).

A foreign institution of tertiary education may only operate in Hungary with the permission of the Minister of Education and Culture. A foreign institution of tertiary education may only provide initial training (bachelor, master and long courses), specialised or doctoral training regularly on an independent basis, under the auspices of or in cooperation with another organisation, or may issue a foreign degree in Hungary in the event that in the country of its headquarters the institution is officially recognised as an institution of tertiary education, and the degree it issues or the grade it awards is recognised as a degree or grade of tertiary education.

Hungarian institutions of tertiary education may provide training jointly with a foreign institution of tertiary education as long as the cooperating foreign institution is officially recognised in its home country, has the right to deliver education and training, and its diploma/degree issued is recognized in tertiary education.

The 2005 Act on Higher Education distinguishes the military, police, border guard higher education, furthermore the medicine and health science and agricultural science higher education institutions and those institutions that provide education and training exclusively in one arts field according to the fulfilment of state tasks as the responsibility of other ministers.

For fulfilling the mission stated in its founding charter, the higher education institution may set up and run institutions and organisational units. A higher education institution may be established as well as either individually or jointly with other entities authorised to do so. The higher education institutions may be set up in cooperation or they may cooperate with:

- a) the Hungarian state, a local government or a national minority government,
- b) a religious legal entity registered in the Republic of Hungary, including its organisational unit with legal personality
- c) a business organisation with registered seat in the territory of the Republic of Hungary
- d) a foundation or public foundation registered in the Republic of Hungary;
- e) the Hungarian Academy of Sciences and/or its research institutions in joint research projects,
- f) other (national or foreign) higher education institutions for joint courses or issuing joint degrees.

An institution of tertiary education may establish and maintain an institution of public education. Such institutions are training schools, training kindergartens (*gyakorlóiskola*) as part of the teacher training system, and kindergartens (*óvoda*), and schools (*általános iskola*), and *középiskola*, in which the practical training of students is done.

Szakközépiskola may contribute to higher vocational training on the basis of an agreement concluded with an institution of tertiary education.

The contribution of *szakközépiskola* means that the *szakközépiskola* providing the training amounting to a certificate listed in the National List of Qualifications organises the course, its teachers conduct the sessions of practical skills and theoretical knowledge in the school's classrooms using the school's equipment.

On the basis of agreement:

the higher education institution may cooperate with businesses, (public) foundations and chambers in educational, scientific and financial support of organizations and in establishing scholarships.

The higher education institutions providing studies in medicine and health sciences take part in health care provision in the institutions that were established by them. The health care provider of the higher education institution carries out its tasks on the basis of the financial contract signed with the authorized regional health insurance fund administration.

The practical education and training is delivered at the faculties of the higher education institutions providing studies in medicine and health sciences, the clinics and the research institutions of the different health services; at the higher education institutions that provide agricultural education and training at the (model) farms, research institutions, museums and botanical gardens.

For the efficient operation of the higher education institutions urging the integration of the HE institutions, according to the 2005 Act on Higher Education ceasing institutes of a higher education institution operating in a different town may become regional centres for the recipient institution.

6.6. Admission Requirements

General admission requirements to an institution of tertiary education are laid down in the Act on Higher Education, and in a government decree regulating the admission procedure on the basis of the Act. Higher vocational training and initial training (bachelor courses and long courses) in tertiary education may be applied for in possession of an [érettségi vizsga](#). Applications for second and further courses are conditional on the degree obtained in the first course. Doctoral courses aim at a scientific grade, requiring a university ([egyetem](#)) or master degree.

Citizens of the European Economic Area, and foreign nationals enjoying the same rights as Hungarian citizens may be accepted to higher education within the state financed quota for bachelor (undergraduate) studies.

One governmental decree regulates admission requisites of tertiary education regarding bachelor (undergraduate) studies, one long cycle education and vocational training.

Applications are judged on the basis of a score limit and in the order the applicant had marked the institutions and study programmes. Upon the decision the state financed quota defined by the government and the capacity of tertiary institutions as defined by legislation. *(2006/79 governmental decree; on the modification of some regulations of the Act CXXXIX of 2005)*

The judgment criteria for applicants are the academic performance at upper- secondary-school ([középiskola](#)) and the points (converted into percentage) of one or two subjects that the applicant achieved at school leaving exam ([érettségi vizsga](#)).

In other fields of training the conditions of admission are defined by tertiary institutions. In Master programmes the training and learning outcomes that define the output competences contain those fields of knowledge which are preconditions besides possessing a Bachelor degree in order to start a Master course. The candidates admitted are chosen by using a score system.

According to the Act on Higher Education, the principle of positive discrimination can be applied at admission. It means, that applicants, who are socially disadvantaged, look after their children at home, live with an impairment gain extra points in order to help their admission into a tertiary institute.

The Act CXXXIX of 2005 on Higher Education decided upon the establishment of a central tertiary information system. In part, it is the central admission database, which is established by the National Higher Education Information Centre, data are served by tertiary institutions.

According to the regulations of public proceedings the applicants/candidates applying for admission to higher education institutions are ranked and placed on the basis of their choice of institution and their results of upper secondary school leaving exam, the ([érettségi vizsga](#)) by the Educational Office. The decision on the admission of students is made by the higher education institutions. An information technology system provides aid to make decisions in the entry procedure, which is regulated by Governmental Decree no. 237/2006 on the entrance procedure to higher education institutions).

6.6.1. Admission to an initial training course, and to higher vocational training

Following the [érettségi vizsga](#), admission to the first course is conditional upon successfully passing an entrance examination for the last time in the 2004/2005 academic year (see reform proposal in [6.2.2.](#)). Candidates may apply simultaneously for several institutions of tertiary education, indicating the order in which they prefer to have their applications assessed. The application form issued in 1997 contains a checkbox for candidates to indicate that – if they are not admitted to a course where their studies are funded by the state – they are ready to cover the costs of a fee-paying course ([költségtérítéssel](#)).

Each year the government specifies the admission count (see [6.3.](#)), which is the number of new students whose university ([egyetem](#)) and [főiskola](#) level studies and higher vocational training the state can afford to cover. The allocation of the state funded number among areas of training and institutions of tertiary education is the task of the Minister of Education and Culture, who makes that decision in the light of the training profile of institutions of tertiary education, the number of students they would like to admit, and social as well as economic demand for the individual professions in question. Lately, the government makes an effort to raise the number of participants in the study fields of technology and sciences.

The Government specifies the number of students admissible to the first year of state-funded programmes. The quota for newly admitted students shall encompass the number of admissible students to higher-level vocational training, the number of admissible students to bachelor (undergraduate) courses, and the number of admissible students to the long course programmes. The number of state-funded students admissible to master (graduate) courses shall equal thirty-five percent of the quota for newly admitted students as of the third year before the due year. The number of students admissible to doctorate courses and postgraduate specialist training courses can equal ten percent of the quota for students admissible to the master (graduate) course.

To Master programmes the state funded places are distributed by the Minister of Education and Culture based on applications.

From statistics supplied by institutions of tertiary education the Minister of Education and Culture annually publishes a booklet that contains all the information and admission requirements necessary for candidates to each course of each institution of tertiary education. There are two admission periods. Every year the first application deadline is 15 November for trainings that start in February. The second is 15 February in the case of trainings that begin in September. Decisions are made till 15 January and 1 August, respectively.

In the summer period a second admission can be held.

The score at the entrance examination is computed by the institution of tertiary education from the candidate's academic achievement in the upper secondary school [középiskola](#) plus his/her results at the entrance examination, which may amount to a maximum of 60+60, i.e. 120 points. The results from upper secondary school [középiskola](#) are computed from marks achieved in five subjects (Hungarian language and literature, mathematics, history, foreign language, and a subject chosen by the candidate) plus the marks obtained at the [érettségi vizsga](#). In the fields of Arts and Sports science the points are computed based on a practical examination.

The candidate may be given extra points for showing up a certificate of proficiency in a foreign language, a vocational qualification, or if he/she has achieved an outstanding result in an Olympic branch of sport. Candidates having one of the first three places in the upper secondary school

középiskola study contest and Olympic champions are entitled to full exemption from under entrance examinations.

The higher education institutions make a mutual decision on whether the standard/middle level or the advanced level of the **érettségi vizsga** is necessary for admission and for the condition of score counting.

In the entrance procedure of the Master programmes the higher education institutions may evaluate the results of the Bachelor studies and the professional discussion held for entrance purposes in a 100 score system.

Other foreign students may only apply for fee-paying training (**költségtérítéssel**), but if they wish to hand in their applications to a course of Hungarian teaching language, their chances will be equal to candidates of Hungarian citizenship. Successful candidates who belong to the Hungarian minority of a neighbouring country, but legally reside in Hungary on the basis of an international agreement are granted the right to study on state funding.

For foreign citizens wishing to apply for training in a foreign (non-Hungarian) language, the admission requirements and all other standards are fully determined by the institution of tertiary education.

The entire admissions procedure is facilitated and coordinated by a computer system that stores all personal data of all candidates, their relevant results of upper secondary school **középiskola**, and their scores/results at the entrance examination, and it ranks candidates under every target institution, and in a given point in time it specifies the institution of tertiary education, and course to which he/she has been admitted.

One third of the knowledge acquired under higher vocational training may be credited in university (**egyetemi képzés**) and **főiskola** studies.

In the multi-cycle education and training structure the completion of higher-level vocational courses may count up to 60 credit points in any bachelor courses.

6.6.2. Specialised further training

In post-graduate training

- issuing a degree
- announcing the course and
- determining all other conditions

are the exclusive competency of the institution of tertiary education although the regulations on admission procedure stipulate obligation to provide information for applicants (*2006/237 governmental decree; on the admission procedure of tertiary institutions*).

6.6.3. Doctoral training

According to the Act on Higher Education the applicant to doctoral courses can be admitted if he holds a university degree or in a multi-cycle training structure with a Master's degree. Further conditions of the admission are defined by the higher education institutions in their rules and regulations of doctoral training. In Doctoral Courses the state funded student statuses are distributed between higher education institutions by the Minister of Education and Culture according to the quality and performance principles of the National Doctoral Council that are set by the heads of the doctoral councils of the institutional doctoral schools. Admission requirements and the terms of assessment are published in the Doctoral admissions information booklet which comes out until 15 December each year, and on the website of the university ([egyetem](#)), as well. A committee authorized by the Doctoral Council conducts interviews with the candidates, within which they examine the professional preparedness and foreign language competence/knowledge of the applicants. The terms of assessment are generally the following:

- 1 Preparedness, professional intelligence;
- 2 The grading of the qualification/degree obtained at the end of ([egyetemi képzés](#)) or master course, acknowledged activities in student circle (e.g. positions 1-3. in the Conference of the National Student Circle), and the documentation of those already having experience in research;
- 3 Level of foreign language knowledge (the good command of one foreign language in order to be able to do research in the field is inevitable, obtaining the same level of knowledge of another modern language is the condition of issuing the Doctoral degree);
- 4 Scientific project plan verified by the consultant/theses supervisor

6.7. Registration and/or Tuition Fees

The government annually determines the number of students admissible to tertiary education which, if not exceeded, the state undertakes to fund. The number is 56 000 at present. The number of first-course applicants show a decreasing tendency owing to the students who entered higher education earlier, it is about 110 000 in 2007/2008.

The state subsidises the operation of the institution of tertiary education, its educational activities, and the studies of the students. The extent of the subsidy in both cases is computed on the basis of student numbers.

Training subsidy may be claimed for day-time, evening, and correspondence courses alike.

Since 1997 it has been possible for institutions of tertiary education to launch fee-paying ([költségtérítéssel képzés](#)) training if they decide so, and provided that they have the requisite staff size and infrastructure. Students admitted to fee-paying training ([költségtérítéssel képzés](#)) pay a fee. Students in fee-paying training ([költségtérítéssel képzés](#)) must learn to standards identical to those on state funded courses, however, they have to pay their own training, and they do not receive any student's allowances either. Candidates must decide upon application if they can shoulder the expenses in the event of admission.

Institutions of tertiary education may launch fee-paying courses (*költségtérítéssel* képzés) that are also available in state funded version.

Fees and reimbursements payable by students of universities (*egyetem*) and *főiskola* are laid down in the 2005 Act on Higher Education, and Government Decree no. 51/2007 on *benefits of students participating in higher education and the fees that are to be paid by them (egyetem) and főiskola, and certain allowances that may be granted to them*. Students in state funded courses do not pay tuition fees. Any other fees are only payable by students if they neglect or are late performing an obligation in the institution's regulations. Determining such fees in the institution's regulations requires the student's approval. Students may only be required to pay such fees if they have actually taken advantage of the service.

The student is entitled to pursue studies in higher education for twelve semesters as a state-funded student ('state-funded period'). Student with an outstanding performance can be also entitled to pursue simultaneous studies at the same level of education as state-funded students.

The normative per capita funding of students has been raised to HUF 116.500.

According to the 2005 Act on Higher Education the teaching activity of PhD students is stipulated as a full employment status. Therefore a separate piece of legislation regulates that they should receive wages, which is exempt from tax up to the amount of the official minimal salary of Hungary. The work time of the PhD student per week cannot be more than 50% of the weekly working hours.

Information on the amount of tuition fee payable for fee-paying training (*költségtérítéssel* képzés) is available for students in the official journal of the Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium*) titled Tertiary Education Admissions Information Booklet. The institution of tertiary education must conclude a written contract with the student admitted. The amount of the tuition fee is set by the higher education institution, taking into consideration all expenditure arising from instruction, with the provision that such an amount must be at least 50% of the per student rate of current expenditure on professional tasks.

A student admitted to fee-paying training (*költségtérítéssel* képzés) may be taken over for state funded training in the event that the institution's regulation so allows, and if the resources of the institution of tertiary education make it financially viable.

In second and further courses the student must usually cover the expenses of the training.

The modification of the Act on Higher Education in 2006 (*the Act of LXXIII of 2006*) declares the payment obligation of the tuition fee. However, the tuition fee was abolished without introduction as in March 2008 it was turned down at a referendum.

Students who do not have the right to free movement and free residence in the territory of Hungary, or those who are not under the principle of reciprocity are subject to fee paying.

6.8. Financial Support for Students

Support to students of institutions of tertiary education is regulated by the Act on Higher Education, a government decree on fees payable by and support payable to students, and the government decree on doctoral training.

The annual Budget Act determines normative support that the institutions of tertiary education receive on the basis of the number of their students. Furthermore, there is funding available on application, and grants provided by various sponsors.

6.8.1. Per capita funding to students

The per capita funding to students presently equals 116,500 HUF. Participants in doctoral training receive 1,092,600 HUF/person/year.

Further financial and in-kind allowance to students includes support that may be granted to purchase, and to support dormitory placement that is not maintained by the higher education institution a normative per capita fund HUF 116,500 may be issued to students. The support for purchasing and producing textbooks and financing sports and cultural activities is 11 650 HUF/person/year, the dormitory (*kollégium*) support is 116 500 HUF/person/year, while the housing benefit is 60,000HUF/person/year.

Support that may be granted to students is regulated by the institution of tertiary education taking into account the limits set in the government decree.

Students may claim students' allowances based on their academic achievement, and their social status following application.

The institution's budget for students' support channelled by the annual budget may be used for scholarship determined on the basis of academic achievement, scholarship for outstanding professional, scientific, and public-life related achievement on top of curricular requirements, for regular and extraordinary social support based on students' social status, cash support for renting a flat, to purchase course books, study accessories, or to cover study costs related to work experience.

The distributional system of the normative support of students was modified in 2007, the proportion of social support was raised in comparison to performance based student support.

Students socially in need receive a guaranteed sum of basic support for starting higher education. This sum is 50% of the normative support identically in Bachelor Programmes, in higher vocational programmes and in long courses, in Master Programmes it is 75%. A new element of the different social supports is the guaranteed sum/support that replaced the previous system where the sum varied from semester to semester to provide for those most socially in need. According to Government Decree no. 51/2007 on benefits of students participating in higher education and fees that has to be

paid by students a 10 -20% social support may be applied for on conditions of described social needs. Rights for social support are the following: students with special educational need, students with permanent health problems, the socially disadvantaged, breadwinners, students from big family, orphans.

Students participating in state- funded training may apply for placement in a [kollégium](#). When awarding the regular social support and the flat-rental support, account is taken of persons living in the same household with the applicant, the earnings status of persons in the same household, and the distance between the location of the training and the applicant's residence.

Between 2000 and 2004 there were 35.000 milliard HUF worth of investments realised in higher education. Due to the increased number of students, the institutions try to increase the number of student hostel places by inviting private investors. The infrastructural development plan is due to start in 2004.

The dormitory [kollégium](#) built by private investment is operated by the investor according to a contract signed by the higher education institution, and therefore he may apply for the state support provided for accommodation of state funded students from 2006.

The state ensures a student card to students that entitle them to travel-discounts and reduced prices in certain shops. The card is handed out through the various institutions of tertiary education. The Minister of Education and Culture awards the *Fellowship granted by the Republic (köztársasági ösztöndíj)* to students after two terms of outstanding academic/professional achievement, working with unique success in the scientific students' circle. That grant equals a total of 335,000 HUF/person, and is paid for the duration of one academic year.

In every tax year up to 30% but no more than 60,000 HUF of the tax stated per student may be re-claimed during studies in tertiary education.

It has been allowed to institutions of tertiary education since 1998 to apply for funding after students with disabilities. The condition to disbursing the supplementary support is the appointment of a person responsible for these persons at institutional level (so-called coordinator).

Support to students physically handicapped and/or with auditory, visual or other impairment was converted into per-capita support in 2000, and amounts to 110,000 HUF/person/year. This has been built into the support of higher education institutions since 2008.

In 2002-2003 the Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium*) created a separate budget to facilitate the studies of physically handicapped students. Funds from that budget are available though application, and are to be used to remove obstacles to access to buildings, requiring only 30% of the institution's own budget.

Studies of students living beyond the borders but coming to Hungary to study are regulated in a government decree. It provides that students studying in tertiary education on Hungarian state scholarship in Hungary may do so at conditions identical to those of Hungarian students. The number of available scholarships depends on the level of resources approved in the Budget Act for that purpose.

Responding to the needs of professional organisations beyond the country's borders, while the total tertiary education budget decreases, there is a growing rate of support by the state for partial programmes, teacher further training at university summer courses, and doctoral course participation.

According to the Act on Higher Education, someone with right to free movement, with residence permit, and the citizens of countries where Hungarian students can participate in tertiary education in terms of reciprocity, during their studies in Hungary, in state-financed education they are only entitled for social or other types of grants, or housing benefit if it is justified by an international contract, legislation, work plan or the principle of reciprocity.

6.8.2. Applications, scholarships to support students

The government decided to introduce the student loan. From the autumn of 2001 repayable support has been available under the student loan arrangement for the duration of the studies in tertiary vocational training. The largest sum available was 21,000 HUF/month, raised to 25,000 HUF in May 2002. Repayment of the student loan is by variable interest regulated by decree. The sum available from 2006 is HUF 30,000 that can also be used for studies completed abroad. The age of creditability has been raised to 40.

In an attempt to mitigate social unevenness, the Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium*) launched, jointly with local and county local governments, the local governmental scholarship called Bursa Hungarica, unique in Europe, to support socially disadvantaged students or candidates.

Support from the Public Foundation for Education (Oktatásért Közalapítvány) "*A chance to learn*" Scholarship Programme (*Esély a Tanulásra Pályázati Program*) plays an important role in granting a chance to those who need it. It is available twice a year to those in deprivation or suffering from a disability who are or would like to study in tertiary education, and who could not afford doing so without support from that source. The funding was 200 million HUF in both 1997 and 1998, and in 1999 it was raised to 400 million HUF annually. Apart from the social component, academic achievement is also taken into account. The foundation ceased to exist in 2006, because of the new plan in talent development.

The Government may order preferential treatment

a) for disadvantaged student groups,

b) for those on unpaid leave for childcare purposes, or in receipt of pregnancy-maternity benefits, childcare allowance, child-rearing allowance or childcare benefits,

c) for those termed disabled applicants

provided that preferential treatment may only be granted with respect to the condition justifying preferential treatment, and may not result in exemption from the fulfilment of basic academic requirements that are requisite to the granting of professional qualifications certified as Bachelor or Master degree, or the vocational qualification evidenced by the certificate of higher-level vocational training.

In 1998 the government established a scholarship to encourage students in tertiary education to learn about the EU's internal mechanisms, and acquire related legal, economic and administrative knowledge. The monthly sum of the scholarship equals 50,000 HUF.

International cooperation programmes are a way of encouraging student mobility.

The Erasmus programme has been a part of the Lifelong Learning Programme since 2007. Therefore in parallel the foreign professional practical scholarship provided for students in higher education was transferred to this programme from Leonardo programme. The Erasmus programme intends to support the establishment of the European Higher Education Area, also the co-operation and strengthening of tertiary education to the process of innovation. Among the objectives of the programme there is the idea to increase the number of international projects, and strengthen the co-operation of tertiary institutions and enterprises and the mobility of European students and lecturers.

In the framework of student mobility students may study or spend their practical training abroad for 3-12 months. In the academic year 2007/08 3737 students benefited from the scholarship in Hungary, from which 444 students accomplished practical training. 3698 students travelled actually abroad (39 students received only support to their studies according to regulations), on average they spent 5 months abroad in case visiting a course and 4 months in case of practical trainings. In the academic year 2008/09 about 3832 students are expected to participate in Erasmus Programme.

The most popular target countries are Germany, France and Italy. The most popular areas of study are business and management, languages, philology and social sciences. Taking into account tendencies of past years the above can be expected in 2008/09 as well. The three areas of knowledge covers 47% of the participating students. The least popular areas of study are natural sciences, and information and communication technologies, which give only 5% of the students.

In the academic year 2007/08 739 teachers of higher education travelled abroad with Erasmus within teacher's mobility. According to institutional reports about 802 applications are expected for the year of 2008/09. On average, teachers spent 6 days abroad during which they taught 7,5 teaching hours.

At the same time 160 employees without teaching status of higher education institutions had the chance to participate in continuing education and training abroad.

The objective in CEEPUS is to enable the tertiary institutions of participating countries to organise teacher and student exchange, language and other professional courses, and participation in summer universities in order to strengthen the professional relations in the Middle-European region. In the academic year 2007/08 8 out of 39 networks were coordinated by Hungarian institutions and the participation of Hungarian higher education institution counts to 59. The level of activity is much different from the member countries within the network, and the available frame of months also influences financial possibilities. The scholarship fund was HUF 46 billion in the reference year.

Hungary has offered 550 incoming scholarship months which is 96% used in 2007/08. The months not used are due to late cancellations. In the academic year 2007/08 the Hungarian higher education

institutions received 354 persons (188 students + 166 teachers) while 413 Hungarians (217 students + 196 teachers) spent their scholarships in CEEPUS countries.

As tertiary education becomes a mass phenomenon, the outstanding workshops of talents management and scientific student circles become increasingly important, doctoral schools at universities ([egyetem](#)), which need to be strengthened and further developed to safeguard the training of professionals in the future. That, at the same time, promotes the replacement of teachers and researchers. The Ministry of Education and Culture regularly publishes calls for applications to support that initiative.

In tertiary education a major infrastructure modernization, student hostel extension, dormitory reconstruction, extension and modernization of educational facilities took place through the involvement of PPP (Public Private Partnership), to improve the competitiveness of tertiary institutions in the educational and cultural market.

6.9. Organisation of the Academic Year

There is no nationally applicable regulation issued by the Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium*) concerning the organisation of Hungarian tertiary education. The institutions are open all year, except on Sundays and state as well as church holidays (these holidays number 11 in Hungary). Apart from that, several institutions are closed between Christmas and New Year.

Organising the school year is within the competence of the institutions of tertiary education, and is determined by the institution's board based on the proposal of the head of the institution. Thus the organisation of the school year is the responsibility of an individual institution, and does not change from one type of programme to the other within the same institution.

The school year consists characteristically of an autumn term and a spring term. Both fall into a study period and an exam period. The study period is typically 15 weeks per term, and the exam period is 6 weeks in each term. The autumn term begins any time between 1 and 10 September (varies with every institution) to last until the end of January, while the spring term begins early in February (between 1 and 10), and ends late in June. In about half of the institutions there is a one week holiday during the spring term around Easter. In a small part of institutions the school year consists of three study periods (trimesters).

The exam period in the autumn term usually lasts from mid December to end of January, and, in the spring term from mid May until end of June.

The curricular week lasts five days (Monday to Friday). Saturdays are officially non-teaching days, but the students may enter the building (may study in the library, and may use the IT labs, and may work on a students' circle project at one of the departments, or may use the institution's cultural and sport facilities). The same holds for the summer holiday.

The study and examination regulation of the institutions of tertiary education lay down the number of days that the head of the institution may rule to be a non-teaching day for all students of the institution in addition to general bank holidays (that number is usually not more than five days), and the number of days that the head of a faculty may rule to be a non-teaching day for all students of the faculty in addition to general bank holidays (that number is usually not more than five days).

The number of lessons per week held by the teachers during the study period may change between 20 and 30 lessons, a number that may differ from course to course in an institution.

Lecturers and those in a research position employed in a performance based promotional system must teach at least 12 hours per week from their weekly working hours according to the 2005 Act on Higher Education.

In the multi cycle structure, in bachelor (undergraduate) studies the 2005 Act on Higher Education differentiates the undergraduate study programmes that are practice-bound. Concerning these programmes the training is supplemented with one semester of continuous external practical training for 30 credits. The period of education is 7 semesters together with the practice. An important question when organizing the academic year is how it can be ensured that bachelor (undergraduate) studies and master studies are built on each other.

6.10. Branches of Study, Specialisation

The common and special regulations applicable to individual courses are defined in the government decrees on qualification requirements and the Government Decree 77 of 2002 on Credit Based Education by branches of study. Government decrees on qualification requirements specify the courses that may be taught, and, within that, both general directions of study and specialisation may be defined (see list of legislation).

Qualification requirements specify the major fields of studies of the course, and their proportions. The regulation on the credit based system specifies the credit values and proportions of the major fields of study with reference to all courses belonging to the individual areas of training compared to all credit points available. It further determines the credit value of the thesis and the graduation project. The thesis may be valued at no more than 20 credit points.

The governmental decrees on educational requirements will be overruled after that the compulsory multi-cyclic system is introduced from 1 September 2006.

In 2004 two BSc (bachelor) courses were initiated on the field of IT as the first cycle of the multi-cycle training. The first cycle can be considered to be complete from 2006 with the exception of the field of art. From the academic year 2007 all study programmes launched are bachelor courses at all educational fields in the multi-cycle training system.

In the 2006/2007 academic year the elaboration and accreditation of master training programmes will be launched especially in the fields of technology and agriculture. The educational and output

requirements are important elements of the requisites of master education, they define the minimal requirements of previous studies.

The academic year of 2007/2008 is the year of preparation and accreditation of Master programmes in higher education. In the establishment of educational fields the previous (egyetemi képzés) and (főiskolai képzés) system was not much taken into account anymore. At the same time in most educational areas much attention was paid to the first cycle so that Master courses are built on them in a linear way. The initiative (egyetemi képzés) professional workshops took part in creating more specialized and well focused Master programmes based on their international experiences instead of accepting a rather generalized course system.

The undergraduate course leads to a Bachelor degree (baccalaureus) and a professional qualification. The Bachelor degree is the first level of academic qualification which entitles its holder to commence graduate education. The professional qualification entitles its holder to fill the position defined by law. The related programme and exit requirements determine what professional qualification may be awarded upon completion of the undergraduate course. In the case of practice-oriented undergraduate programmes a six-month long uninterrupted practical course is organised. Completion of an uninterrupted practical course is prerequisite to taking the final examination. Undergraduate courses require the taking of at least one hundred and eighty credits – in the case of uninterrupted practical courses a minimum of two hundred and ten credits – but such courses may not exceed more than two hundred and forty credits. The length of the programme extends to a minimum of six and a maximum of eight semesters.

The graduate course leads to a Master degree (magister) and professional qualification. The Master degree is the second level of academic qualification. The professional qualification that may be awarded after completion of the graduate course determined by the programme and the qualification requirements pertaining to the graduate course. The professional qualification awarded upon completion of the graduate course entitles its holder to fill the jobs defined by laws. Graduate courses require doing at least sixty credits but such courses may not exceed more than one hundred and twenty credits. The length of the programme may extend to a minimum of two and a maximum of four semesters.

The Dublin Descriptors are adopted at the award of the degrees by Hungarian higher educational institutions as well:

Qualifications that signify completion of the first cycle are awarded to students who:

- 1 have demonstrated knowledge and understanding in a field of study that builds upon and their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- 2 can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- 3 have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
- 4 can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- 5 can communicate effectively in foreign languages and have a thorough knowledge about the use of ICT tools;
- 6 can use such problem solving techniques that enable them to fulfil a responsible position within a work environment;

- 7 have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

Qualifications that signify completion of the second cycle are awarded to students who:

- 1 have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- 2 can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- 3 have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- 4 can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- 5 have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Qualifications that signify completion of the third cycle are awarded to students who:

- 1 have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- 2 have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- 3 have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- 4 are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- 5 can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- 6 can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society;

Legal regulations stipulate not only the levels, cycles, and time frames of the educational and training system but also the disciplinary expansion of it. Based on the much used international classifications (Frescati, ISCED) and the academic division of scientific areas the higher education has created educational fields, within which the Bachelor and Master courses and the teacher training courses (taking into consideration of the National Core Curriculum of the public education) that could be launched were determined.

Agrarian field of training

The purpose of that area of training is to train graduate experts in agricultural sciences having the required general, and professional background, and scientific, technical, agricultural, sociological, and economic knowledge. They should be capable of managing production processes, quality assurance, and engineering services in agriculture, and the related areas in line with their qualifications. At the *(főiskolai képzés)* it takes 6-8 terms, and at the university level *(egyetemi képzés)* it takes 10 terms. In part-time arrangement training time is usually longer.

In *főiskola* level courses practical training may be arranged at external locations, e.g. economic organisations based on an agreement of cooperation between the economic organisation and the institutions of tertiary education in accordance with the curriculum for a duration of half a year (one year) for which 30 credit points/term may be given in addition to the regular credit value associated to the duration of training, and the credit points required to obtain the degree.

In the multi-cycle training structure the first cycle consists of 6 semesters to which a six month long uninterrupted practical course is connected. The master course lasts 4 semesters, 120 credits. Main branches are: agrarian technician, veterinary, forest engineering, rural development, food- and gardening engineering, environment and agriculture engineering.

Humanities area of training

The purpose of training in humanities is to turn out intellectuals who are familiar with the fundamental, universal and national cultural values accumulated during the history of mankind, who know the relationship of man and environment, who are capable of and ready to contribute to adding to our values with the knowledge of our past and present, and to maintaining and reinforcing the intellectual links among the Magyars and other nations, and language communities. Those graduating from the humanities area may find employment in public education and tertiary education, in cultural institutions, in public administration, in international relations, in literary publishing, in the mass media, in public collections (museums, public arts galleries etc.), in research institutes, and workshops of sociology, philology, and arts. A significant part of the courses may be done together with (an) other freely chosen course(s) within the same institution. At the *főiskola* level many courses are aimed at teacher training and last for 8 terms. Part of the courses may be converted into teacher training courses by taking extra subjects relevant to the teaching profession.

At the university (*egyetem*) level one course takes a minimum of 8 terms, doing two courses takes 10 terms. Some courses may be freely combined, and some only with specific other ones. There are courses that may be done in combination with a set group of others following 2 terms of studies (e.g. archives, Latin).

In multi-cycle education structure the first cycle is 6 semesters, 180 credits and the master course lasts 4 semesters that is 120 credits. In this structure the pairing of the fields was abolished. After bachelor course there are two basic pathways to master course, on the one hand education may continue in order to acquire disciplinary knowledge, and on the other hand the students may receive teacher training and education. In case of fields covering foreign languages, after a common ingoing the education and training is divided according to languages.

Main fields of study are: Hungarian language and literature, history, modern philology, Eastern philology, pedagogy, psychology, arts and humanities.

In the fields of humanities many Master courses were established with the focus on special discipline, and preparing for professional research. The unique structure of the educational area is that especially on Bachelor level a freely selected knowledge area may be taken up in 50 credit points that would ensure/make further studies possible in different ways/areas.

Social sciences

The area of social sciences covers educational fields which used to be part of the faculty of arts and humanities and part of the former studies of sociology. The fields that belong to this category are

international studies, political sciences, social studies (sociology, social worker), communication and media studies, cultural anthropology.

The first cycle consists of 6-7 semesters, and social studies require a six month long uninterrupted practical training. In master courses the education period lasts 4 semesters, 120 credits.

Health

Its purpose is to train health experts having a high level of professional and general culture and education, a general attitude in harmony with that culture and education and a high level of responsibility, and a sense of vocation. The [főiskola](#) level training lasts for 6-8 terms, and the university ([egyetem](#)) level training for 10-12 terms.

Within the multi-cycle training structure the studies of medicine, pharmacist, and dentist are carried out in long courses. Education and training consists of 10-12 semesters, 300-360 credits. In the branch of health sciences the first cycle lasts 4 semesters, 240 credits and in the second cycle there are 3 semesters with 90 credits. In the different fields of studies there may be many different pathways leading to very different qualifications that can be used in the labour market. Besides the traditional education and training in the field of health sciences multi-cycle programmes were launched in general health, nutrition science, health related social work, health related psychology.

Tertiary education in corrective pedagogy

(see under [8.1.6.](#))

Legal and social administration

The purpose is to train experts in public administration and law, social security legislation, law enforcement in order to be able to work with law, and in public administration, solve questions of administration, prepare, and implement decisions of public administration, and organising the operation of local governments and other organisations of public administration. At a [főiskola](#) level, the training lasts for 6-8 terms, and at a university ([egyetem](#)) level, 10 terms.

In the multi-cycle structure the field of law remained a long-cycle study. Other public administration studies are 180 credits, 6 semesters in the first cycle and further 120 credits, 4 semesters in the second cycle.

National defence and military area of training

The purpose of the training is to train professional and reserve commanders, military leaders, and experts of safety and defence policy, and defence administration for the armed forces, the law enforcement organisations, national security services, and the area of civilian defence. The training takes 8 terms at a [főiskola](#) level, and 10 terms at university ([egyetem](#)) level.

The bachelor course lasts 6 or 7 semesters, providing 180 or 210 credits and it can be continued in a master course for another 3 or 4 semesters for 90 or 180 credits in the multi-cycle training structure.

Area of economics

That area aims to train experts of economics who, with their up-to-date knowledge of economics, sociology, applied economics, and methodology, and at least one foreign language are capable of analysing, assessing, and planning social and economic processes. At a [főiskola](#) level, the training lasts 6-8 terms ([főiskolai képzés](#)), and at a university ([egyetem](#)) level 10 terms ([egyetemi képzés](#)). [Egyetemi képzés](#) training builds on [főiskolai képzés](#).

At [főiskola](#) level courses ([főiskolai képzés](#)) where the time of training required in the qualification criteria does not contain at least one term of practical training at an external location at an economic organisation, based on an agreement of cooperation between the economic organisation and the institution of tertiary education one term of practical training may be arranged in accordance with the curriculum for which 30 credit points may be given in addition to the regular credit value associated to the duration of training, and the credit points required to obtain the degree.

There are two different branches of study in the multi-cycle training structure. One is the training of economists and the other is business studies. In bachelor level the education period lasts 6 semesters, 180 credits, however business studies are more practice oriented therefore they require a six month long uninterrupted practical training following disciplinary studies. In master level education lasts for 4 semesters, 120 credits.

Technical

The purpose of the technical training is to train engineers who possess technical culture, on top of their general culture and education to pursue their chosen special area in a creative and/or practical manner, who have at least one foreign language, and, relying on their knowledge of natural sciences, technical skills, and security technology, environmental protection, and social sciences will be able to direct, plan, upgrade, control, inspect production processes, and create various technical/technological items or objects. At a [főiskola](#) level, the training lasts 6-7 terms, and at a university ([egyetem](#)) level 10 terms.

At [főiskola](#) level courses ([főiskolai képzés](#)) where the time of training required in the qualification criteria does not contain at least one term of practical training at an external location at an economic organisation, based on an agreement of cooperation between the economic organisation and the institution of tertiary education, one or two terms of practical training may be arranged in accordance

with the curriculum for which 30 credit points/term may be given in addition to the regular credit value, and the credit points required to obtain the degree.

In multi-cycle training structure the education and training period of the first cycle lasts 5 semesters, 210 credits, in case of architectural engineering 8 semesters and 240 credits. In the second cycle the training lasts for 4 semesters, 120 credits. However, as further education after the 4 semester engineer branch there is also a 3 semester long training period offered with 90 credits.

Architecture can be studied in long cycle courses in accordance with the unconditionally accepted professions in the European Union. The main study branches are: textile, wooden and light industry engineering, bio-environmental engineer and chemist, civil engineering, industrial designer, designer, mechanical engineering, electric engineering, transport engineering, architecture engineering, mechatronical engineering, safety technology, energetic manager.

Arts

The purpose of the training is to train creative or performing artists, and arts experts in fine arts, applied arts, dance, theatre and film, and music, by means of their talents and with the knowledge of the values of universal culture, equipped with general and technical skills and theory, their experience, and foreign language skills have the ability to perform tasks in the field of arts at a high artistic standard. At [főiskola](#) level, the training lasts 6-8 terms, and at a university ([egyetem](#)) level 8-10 terms. In certain courses the entry criteria include studies in other courses in progress or successfully completed.

As the result of the implementation of the Bologna process the new education and training system was implemented in the branch of arts in 2007. In a few artistic branches the course was left long course, such as in dramatic arts (theatre and film), and fine arts. Long courses last 10 semesters, and count for 300 credits. In the multi-cycle training structure the Bachelor course is 6 semesters, 180 credits, whereas the Master programme lasts 4 semesters, 120 credits.

In dance education a higher level education and training course was launched that ends in Master degree compared to the ([főiskolai képzés](#)) degree previously. However, dance education may be accomplished also at Bachelor level that could be continued at Master level. The only Master course in music education could be found in this branch from which it is not possible to continue the studies in doctoral school.

Mediation of arts

A more practical type branch of studies for singing and music, drawing and visual arts emerged in connection to teacher training and mediation of creative arts that stands besides creative and performing artists and arts expert education.

Law enforcement

The purpose of the training is to train experts who have high level and broad education, foreign language skills, general, and specific legal knowledge or their individual areas, top level executive and management skills, and are capable of implementing them in practice, and perform their duty with a great responsibility, and a sense of vocation. The training is only available at a [főiskola](#) level in 6 terms. In multi-cycle training structure it is part of the education area of law and public administration.

Social

The purpose of this training is to train experts capable of performing relevant functions in social policy, work as social workers, or as social pedagogy teachers. At [főiskola](#) level, the training lasts 8 terms, at the university ([egyetem](#)) level, it takes 10 terms. In multi-cycle training structure it is an individual branch within the area of Social sciences.

Teacher and kindergarten teacher training

See under [8.1.6.](#)

Teacher training

See under [8.1.6.](#)

Natural sciences

The purpose of the training is to train professionals, and teachers of natural sciences who are capable of pursuing their vocation in a creative manner, have firm professional grounding also in related scientific fields, have an up-to-date scientific approach, excellent command of foreign languages, and have the fundamentals of mathematics and IT that enables them to work as highly knowledgeable representatives of their special fields, e.g. teachers at any level of the education system. At the [főiskola](#) level the training is provided usually in two courses, in free combinations as announced by the institutions. It takes 6-8 terms. At the university ([egyetem](#)) level it takes 10 terms. Most courses train teachers. At the university ([egyetem](#)) level teacher training and non-teacher training courses are available.

The bachelor course lasts 6 semesters, 180 credits, and it can be continued in master course for a further 4 semesters, 120 credits, in the multi-cycle training structure. There are two basic pathways from first cycle: on the one hand there is the acquiring of disciplinary knowledge, on the other hand teacher training. The main fields of study are: (bio and static?) natural sciences, geo sciences and geography, environmental studies, and mathematics.

Sport sciences

The purpose of physical education training is to train experts in fitness, health education, and sports, who act in their chosen field relying on their firm, integrated knowledge of sociology, human biology, psychology, methodology, and health science. Teacher training and sports professional training are both available. At *főiskola* level the training lasts 6-8 terms, and at the university (*egyetem*) level 8-10 terms. In the multi-cycle training structure the two main fields of study are sport sciences and physical education. The bachelor course lasts 6 semesters, and requires 180 credits, the master course is 4 semesters long and requires 120 credits. Besides traditional culture of physical education a few new programmes have appeared such as recreation, human kinesiology, and sport management.

ICT

Information technology is an individual field/branch of higher education. Educational and training courses are organized in the fields of Information Technology engineering, programming, and economic information technology.

In the multi-cycle training structure the education period lasts 6-7 semesters, 180 credits in the first cycle, and in the second cycle 4-3 semesters, which requires 90-120 credits.

The educational requirements imposed, in the 1993 legislation were overruled on 1 September 2006. The same happened to the decrees on vocational in-service training, as the training has become the full responsibility of institutions.

6.11. Curriculum

Institutions of tertiary education may launch courses that the Minister of Education and Culture has permitted on the basis of the opinion of the Hungarian Accreditation Committee (*Magyar Akkreditációs Bizottság*) (2.6.), performing continuous inspection of the standards of tertiary education.

Permission to launch a course is issued on the basis of an application that presents the curriculum prepared by the institution of tertiary education, and accepted by the institution's board.

According to the 2005 Act on Higher Education the right of the Minister of Education and Culture to launch and approve educational programmes and courses is ceased. Higher education institutions are entitled to launch courses that have been adopted by the senate (examining the conditions of the institution) as part of the educational programme. Prior to launching an undergraduate or graduate course, or establishing a faculty, the higher education institution shall request an expert opinion from the Hungarian Accreditation Committee of Higher Education. The higher education institution must register the course or faculty at the Registration Centre and the course must be publicized within the admission procedure and the guide.

A tool for development in close connection with the ECTS is the determination, measurement and implementation of learning outcomes at curricular and course levels for optimum/better employability.

6.11.1. The curricula of the initial training courses, specialised further training courses, and higher vocational training

The curriculum is designed on the basis of qualification requirements, and the legislation on the credit system. It contains the subjects to be taught, the number of lessons, the way in which a student may enrol in that course, and the forms of checking academic performance of students. Associated with the curriculum is the subject programme that contains the knowledge to be learnt in a particular subject, and the relevant special literature.

In the multi-cycle structure the curricula are designed according to the recommendations of the Dublin descriptors described and also regulated by a ministerial decree (15/2006) on the learning requirements and learning outcomes of the bachelor and master courses of the discipline of educational fields and branches). The curriculum, learning outcomes, and competence based learning requirements of the individual courses are described by/on the base of exit requirements.

The credit regulation and the qualification criteria determine the minimum and maximum values of the major fields of study of the course, and the more general areas of knowledge. They ensure freedom to the institution in designing its own training programme in the light of its special features, teaching staff, etc. In any institution the teachers, tutors responsible for a subject have a great deal of freedom in selecting the methods of teaching, and the competences to be acquired by the students, and requirements concerning the amount of knowledge within that individual subject programme. The institution has a high level of independence: in the various courses institution management is answerable for the standards of training at different courses in the institution, but that responsibility is largely transferred to the faculty actually running that course, or the heads of department directly responsible for the subjects.

The curricula are designed and permanently fine-tuned by the departments responsible for the teaching of the particular subjects, but the board of the institution must approve the curriculum prior to amendment or supplementation.

The requirements of the course determine what level of language skills of how many languages the student has to have to qualify for a degree.

Because there are many students who meet the language requirements already at upper secondary school (*középiskola*), language learning is usually not compulsory in an institution of tertiary education. Instead, the individual institutions provide an opportunity to the students to participate in language training for at least 4 terms for 4 lessons a week.

An increasing number of institutions have launched full time training for foreign students (primarily in English). Hungarian students of the institution may attend the foreign language lectures free of charge, which may contribute to the improvement of their general command of foreign languages, and of the relevant technical language.

6.11.2. The curriculum of the doctoral training

The organisational framework of doctoral training is the doctoral school. Approval of the establishment of the doctoral school must be applied for at the Hungarian Accreditation Committee of Higher Education (*Magyar Felsőoktatási Akkreditációs Bizottság*). Teachers at the doctoral training teach, conduct research, and act as thesis supervisors. The supervisor of the doctoral topic is a teacher or researcher of a scientific grade who announced a topic for thesis with the approval of the doctoral council, and who will, based on that approval, responsibly guide the studies, and research of the doctoral student preparing him/her to obtain their scientific grade. The programmes to be announced and the assignments of thesis supervisors are subject to the annual decision of the board of the doctoral school or of the doctoral board of the institution.

The course content, the compulsory and the elective elements accredited in the different field of doctoral programmes are approved by the Doctoral Council of the tertiary education institution, and these are also published on the website of the university ([egyetem](#)) and the doctoral school.

Obtaining a doctoral degree requires excellent command of two foreign languages, one of which is defined as an inevitable admission requirement. Improving the foreign language competence may be carried out within the grounds of the doctoral school or outside places as well, in the form of participating in language courses, taking part in training abroad or international conferences.

Prior to establishing a doctoral school, the higher education institution requests an expert opinion from the Hungarian Accreditation Committee of Higher Education. If the higher education institution disputes the expert opinion, it may apply to the Minister of Education and Culture to start a procedure.

Organisation of the doctorate course and the conferral of the doctoral degree is the right of the doctoral council of the higher education institution. The doctoral council may be organisationally separate as per discipline of science and field of art.

The Hungarian Accreditation Committee of Higher Education must regularly, but no less frequently than once in eight years certifies (accredits) the quality of training and scientific performance of the higher education institutions. As part of the control and supervisory responsibilities of the Minister of Education and Culture, the registration centre conducts official inspections and request the Minister of Education and Culture to exercise the powers specified in the 2005 Act on Higher (examining whether the higher education institution operates in compliance with the laws) in order to eliminate any irregularity thus revealed.

6.12. Teaching Methods

Developing teaching methods is part of the competency of the institutions. Students are admitted to individual courses. When accepting the course, the Hungarian Accreditation Committee (*Magyar Akkreditációs Bizottság*) (see [2.6.](#)) selects which field of study, and, more narrowly the branch of science the teaching content of the particular course belongs to. There are of course interdisciplinary courses, which concern several branches of study.

Teachers enjoy a great deal of freedom in developing and applying teaching methods, selecting the teaching materials, which, however, must be in line with the curriculum already adopted.

Teachers usually write and/or compile teaching materials themselves in the form of textbooks, notes. Teaching materials useful for students of several institutions usually enjoy priority when support for writing and publication is applied for. In the case of publicly funded students there is per capita support available to purchase textbooks and notes.

Knowledge is generally handed over in every subject at lectures (such lectures are held for 10-300 people, depending on the number of students in the grade, but larger ones are more characteristic) and at small group sessions (practical sessions, seminars, laboratory lessons, workshops). Some courses are more theory centred, requiring less practice, and some are practice oriented, where the ratio of practical sessions for few students may amount to 50% of the full training time, and 40-50% of the number of credit points required for the degree may be practical lessons.

In larger institutions where training is being provided in several courses belonging to the same area of training, the lectures of some common general subjects are arranged for students of several courses at the same time.

Depending on the nature of the course, training may be supplemented by practical sessions outside of the institution (e.g. manufacturing practice in a factory in training engineers, or teaching practice in schools in teacher training). Elements of 'sandwich' training are present also in Hungarian tertiary education, mainly in the technical, economic, or agrarian area of training, where a whole unbroken term is spent with an economic organisation in accordance with the institution's regulations).

At technical universities ([egyetem](#)) a special form of 'sandwich' training has come about, which is not compulsory for each student. That training is also called alternating training ([alternáló képzés](#)), and it involves two terms over a training time of 5 years spent at a major industrial plant by the most talented, and the most practically minded students. In the second such term they prepare their project on the theme provided by the company. During the time spent at the company they will qualify for 60 credit points equivalent to work for two semesters as if they were studying at university ([egyetem](#)). These students have one tutor at university ([egyetem](#)), and one at the company, and the student usually represents a bridge between the university ([egyetem](#)), and the company (the world of labour).

Companies may become acquainted with the students in the training period, and may select their own replacement of engineers from among them.

The use of IT is increasingly widespread in Hungarian tertiary education. Institutions equip their lecture rooms with special audiovisual technology. It is particularly important to mention that in technical education computer aided education is gaining ground. In some technical courses e.g. CAD technology is in everyday use.

The spreading of audio-visual material, teaching aids is greatly helped by the fact that ever more institutions have their own IT centres, and distance teaching (adult training) centres. More intensive expansion is hampered by the rather limited financial resources of these institutions. A possibility, however, that catalysis the process is cooperation, and exchange of experience and of educational equipment among units teaching identical courses at different institutions, and cooperation with foreign institutions of tertiary education, designing common curricula, and increasing teacher mobility among institutions.

The teaching materials of multi-cycle system with help of EU sources were revised, which enabled the preparation of new textbooks and audio-visual materials.

The 2005 Act on Higher education stipulates the examination of capacity (maximum number of students that can be admitted) of higher education institutions. According to the Act an enacting clause/decreed (Government decree no. 79/2006) regulates the examination of the conditions of ICT supported education and training.

The first cycle of multi-cycle system involves most of fresh school-leavers with a school leaving exam ([érettségi vizsga](#)). As tertiary education is becoming mass education, it is becoming general to measure students' level of knowledge right after their admission. Courses are offered and launched for students who need catching up with their studies; there are same courses at different levels to advance knowledge at the most suitable level. Higher education underlies the importance of talent support, one form of which is the scientific student circle. The talented students with excellent competences are involved in research and scientific activities, and their scientific results are nationally disseminated in scientific fields. Another form is the system of specialized dormitories. These are traditionally self self-teaching societies organized at the students' residence halls. The knowledge acquired in this way may be taken into account in the higher education studies.

With respect to the method of teaching, a new task is to ensure programmes that help elementary and advanced students at the same time.

There is a strong need for the higher education system, though is not its primary role, to take up more responsibility in teaching foreign languages.

6.13. Student Assessment

See subparagraphs.

6.13.1. Student assessment in tertiary initial training, specialising further training, and in higher vocational training

In accordance with the Act LXX of 1993 on Higher Education the students' academic performance and examination requirements must be stated by the institution of tertiary education in its own regulations. Creating the relevant regulation (which also includes the main aspects of assessing students) is also the exclusive competency of the institution. The law only requires that assessing knowledge should be usually along a scale of three or five grades, but the institution may employ a different system to assess academic performance.

The main forms of controlling advancement in a subject include: workshop marks, oral tests, examination (simple oral, or complex), work experience, attendance list.

Institutions usually use the five-way scale of evaluation for studies and examinations. However, the credit based system has resulted in new forms of assessment. The government decree on the credit based system allows credit points to be given only for subjects that conclude in some kind of mark. An issue related to the mobility of Hungarian students to foreign institutions, and foreign students coming to Hungarian institutions is that the institutions have to convert the mark received in Hungary to the six-way assessment system of ECTS, and the reverse has to be done to the six-grade ECTS marks of Hungarian students returning home.

The financial support from the European Structural Funds provides help to the transformation of the education and training system, and to content improvement. Institutional consortia were formed in the particular educational and training fields in order to develop the competence based outcome requirements as well as to elaborate the institutional infrastructural improvements. The National Development Plan 2004-2007 provides HUF 6, 78 billion support to content and structural improvements and HUF 13 billion to infrastructural improvements of institutions that can be applied for. An additional HUF 1 billion support is available for regional programmes.

In the credit based system the teaching of a subject is usually concluded with a mid-term or examination mark. The interim mark is usually based on on-going assessment during the term. The statement of the examination mark follows an oral or written examination passed in the examination period. Earlier that meant primarily single summery assessment, while today on-going and single summery assessments are increasingly applied together.

Elaborating the requirements of the individual subjects, selecting the various ways of assessment is at the discretion of the department in charge of that particular subject. The only effect of central regulation on the department running a particular course of a particular institution is that the Regulation of studies and examinations establishes the maximum number of examinations to be passed in one examination period by a student advancing along the model schedule.

Departments must work out all the requirements associated to a particular subject, number and date of inter-term assessments, and whether the assessment is oral or written (perhaps some combination of the two) for each of their subjects and make it known to the students prior to the beginning of the term

(on the notice board, or taking advantage of a recent, and spreading development, through the electronic student registration system).

If a subject includes theoretical presentations, seminars, practical sessions, the curriculum will establish whether the assessment should consist of separate marks or separate inter-term marks for the theoretical part and seminars/practical part, or whether the student's performance should be reflected in one single mark.

Even though assessment at the oral examination is less objective than at a written examination, in subjects where the knowledge acquired cannot be described as a simple challenge of memory, but it requires understanding, and seeing how a set of information may be applied, oral examinations are given priority. The number of students per teacher has approximately tripled up over the last 10 years, and so many times the teaching staff is forced to stage written examinations when normally oral ones would be better suited for the purpose.

It is typical of assessment that it is not done along a relative scale (ensuring in each grade that students given excellent (5), good (4), medium (3), acceptable (2), and unacceptable (1) marks should be at roughly equal proportions year on year), but the standard is usually the same every year, thus assessment reflects performance with regard to an absolute scale.

Studies are concluded by a complex final examination taken in front of a committee. Legislation prescribes that a commission must be set up with a chair and at least further two members, one of whom is a professional not from the given institution.

Advancement of students in the credit based system is indicated by a parameter of both quantity and quality. The quantitative parameter may be generated on the basis of the credit point linked to the various subject. Students must collect a specific number of credit points in order to obtain entitlement to their degree, thus their quantitative progress is measured by the number of credit points accumulated through their studies.

The quality parameter comes in by the marks obtained, from which an average may be computed weighted by the credit points. The credit index serves to measure the students' academic performance in any term from both a qualitative and a quantitative point of view. When computing the credit index, the number of credits multiplied by the marks obtained is divided by 30 credit points, which is the average progress in a term.

Students permanently showing poor results in state funded student statuses may be replaced to fee paying statuses since 2007. According to the 2005 Act on Higher Education a student may be replaced to fee paying student status only if in two following semesters the student was unable to accumulate 50% of the credits described in the recommended curriculum. In the place of him/her a student from fee paying status could be moved. This regulation aims to encourage students for better performance, finishing studies within a general timeframe, and entering the labour market. Furthermore chances are given to fee paying students to prove and continue their studies in state funded education and training.

In the 2007 amendment of the 2005 Act on Higher education the recognition of the results of non-formal and informal learning was introduced. Earlier studies, work experience may be recognized and counted as accomplishment to a study requirement. Credits received for recognition of work experience may be maximum 30 credits.

6.13.2. Students' assessment in doctoral training

In doctoral training the doctoral student regularly studies, conducts research, and reports their progress.

The regulations of doctoral schools specify university ([egyetem](#)) training, individual preparation, the academic obligations of the doctoral student, the way in which performance is assessed, the number of credit points recognised in doctoral training, conditions of concluding studies, and the conditions of obtaining the doctoral grade.

Doctoral education and training uniformly lasts 36 months that can be divided into reporting periods. The accepted candidate is in student status. When enrolling, the student receives an index book, which is an official document that contains data on the students educational performance and accomplishments.

Doctoral education and training is a research and reporting activity accomplished individually or in small groups in accordance with the specific features of the certain disciplines.

Doctoral students are engaged in a research activity with the lead of the consultant/supervisor. The student must report publicly on a regular basis that is prescribed by the regulations of the doctoral school about the advancement of the research activity. This public reporting happens generally in front of the consultant, the educators and students of the doctoral school, and other interested lecturers and researchers of the discipline. Within the debate that follows the report the performance of the doctoral student is evaluated. Although there is now numerical assessment in this part, the verbal evaluation provides guidance to the further progression of the research. In case of an unsuccessful reporting the doctoral school examines the responsibility of the consultant and the doctoral student as well. It may result in recommendations for appointment of a new consultant/thesis supervisor.

In the first two years of doctoral education and training besides the scientific research, the doctoral student has to take exams on the completion of compulsory and elective courses. The assessment of the examination may be:

- 1 on a five-way scale: excellent (5), good (4), medium (3), acceptable (2), unacceptable (1)
- 2 on a three-way scale: pass with Excellency (5), pass (3), fail (1)
- 3 the institution of tertiary education may use any other evaluation method that must be included and described in details in its regulations of the doctoral school. The evaluation method must fulfil the condition of providing comparability.

Having completed doctoral school the doctoral degree may be obtained by a separate procedure. In this procedure a doctoral candidate may be someone who has accomplished doctoral schooling and also someone who prepared individually. The doctoral candidate status is established by applying for the procedure. The conditions of obtaining a doctorate must be fulfilled within this procedure:

- 1 Fulfilling the prescribed obligations, and successfully passing the complex doctoral examination;
- 2 Proving the knowledge of two foreign languages (as prescribed in regulations) that are necessary for academic and scientific work;
- 3 Presenting the individual scientific work with articles, studies, or in case of a DLA degree the result of a creative/constructive activity according to the field of art;
- 4 Solving a scientific or art task individually meeting the requirements of the doctoral degree, presenting and defending the scientific thesis, work of art, results in a public debate.

The complex doctoral examination is taken in front of a committee. The committee set up by the Doctoral Council must consist of three members, who all must hold a doctoral/scientific degree, and one of them is an outside expert that is not employed by the institution of the particular tertiary education. The evaluation and assessment of the complex doctoral examination is the same as in doctoral exams.

6.14. Progression of Students

The students' schedule for studies and examinations (6.11.) is determined by the institutions of tertiary education.

The majority of institutions of tertiary education have been providing credit based education. On 1 September 2003 all institutions of tertiary education were obliged to introduce the credit based system in an upward arrangement.

Concerning bachelor (undergraduate) studies it is possible to acquire tertiary qualification and vocational training between 6 and 8 semesters, and in the case of master courses between 2 and 4 semesters.

In case the student accumulates the appropriate number of credits and fulfils the compulsory training and output requirements for receiving a degree earlier than the specified education and training time, (after the minimum education and training period prescribed by the Act on Higher Education) the diploma may be issued.

In a further specialization in accordance with the training and output requirements of the field a number of already completed courses and its credits as well its study time may be taken into account. When studying parallel in two study programmes, fulfilling requirements, students may ask for an accumulation of credits of programmes.

For those conducting studies in the credit based system, the training and output requirements specify the proportion of credit points for individual areas of training linked to compulsory, compulsorily chosen, and freely chosen subjects compared to the full credit level of the entire training time. Students may design their own schedule of studies for each term selecting from the subjects offered by the institution, may choose their own pace of progress, and may do certain subjects in other faculties, in other institutions (or even abroad).

With the introduction of the credit based system in Hungary the *re-taking/repeating a term* lost its meaning. The subject in which the examination was unsuccessful must be entered in the individual study schedule of the next term.

To help students create individual study schedules, institutions usually launch their most important basic subjects in both the autumn and the spring term. If the student failed to complete one of the compulsory subjects, they must do so by all means by taking it up a second time. Students may not be given a degree without completing the compulsory subjects. If the unsuccessfully attempted subject is an optionally selectable one, then the student will not have to do necessarily the same subject for the next time, but may choose additional one(s) to ensure the sufficient number of credit points for the degree.

Institutions have regulations in place to ensure that studies should not drag on for too long. Usual rules are as follows: a student may take up a subject in no more than three terms, and if they fail even at third attempt, they will be dismissed for deficient performance. The number of attempts to pass an examination in a particular subject is likewise limited (the usual number is 5-6). During their studies, the student may do active terms, i.e. ones for which they design their own schedule, and a limited number of passive terms where they take up no subjects, and their student's legal relationship is suspended. It is a requirement that students must collect a minimum of 60 credit points in the first 2 or 4 active terms.

Students may progress at a pace faster than the average, in which case their actual study time will be shorter than the model training time.

It happens more frequently that students make progress more slowly than the average (so their actual study time will be longer than the standard training time). For that case the most frequent type of solution of various institutions' Regulation of studies and examinations is that students' study time may not exceed 1.5 times the training time.

The government decree on supporting students also places at a disadvantage students progressing more slowly than the average. The specific regulation is that students studying on state funding will not lose the support for 2 terms following the end of the training time.

The Act on Higher Education enables students who failed to pass their final examination until the end of their student's legal relationship, to pass it on any later date. It is also possible for a student to request recognition of a subject taken up in another course in another institution.

Students may take up second and even further courses, in the same educational cycle, but the condition of state funding is that the requirements of the two study programmes have to be fulfilled in parallel. Conditions to admission to parallel training and continuing studies are determined by the institution of tertiary education in which the students wish to acquire their second or further degree.

In the multi-cycle training structure it is an important tool for the recognition of studies the creation of learning pathways based on credit accumulation, recognition and transfer. At the progression from Bachelor programme to Master programme the knowledge prescribed could be acquired in partial training, specialization, field, module bachelor studies, or outside of Master programmes. At teacher training Master programmes at the second specialization it is especially important to accumulate previously those 50 credits that are to found the specialized knowledge of the course.

The students can conduct partial studies in tertiary institutions both in Hungary and abroad. In Hungary students can start partial studies in a tertiary institution with permission. A tertiary institution can deny permission if the credits of the other institution cannot be counted into the student's studies.

Interrupting studies at the student's request may be done by permission of postponement.

Students may request being transferred to another institution of tertiary education, another, programme and course or to a part-time course (e.g. correspondence course). The conditions of such transfer – including the possibility of stipulating the passing of an entrance examination (or aptitude test) – are determined by the institution of tertiary education in which the student wishes to continue their studies following transfer.

In doctoral training the time available for completing academic obligations and the period during which state support is disbursed is three years. The university ([egyetem](#)) may permit the interruption of studies for a maximum of three times, and for a total of three years (suspension). For the first time the permission must be granted. After the end of the 72nd month following admission, the doctoral student will be deleted from the students register.

6.15. Certification

Regulations concerning the final examination, degrees and titles/grades are provided by the Act CXXXIX of 2005 on Higher Education, and the individual institutions' regulations in harmony with the above.

6.15.1. Final examination

Students conclude their studies by a complex final examination. In a course also issuing a teacher's degree, at the final examination students must prove having the required proficiency for the teaching profession. The final exam is to be taken in front of a committee. At least one member of the committee should be a teacher with accredited scientific degree, and at least one member is an external professional, who is not employed by the institution.

6.15.2. Final certificate

The final certificate ([abszolutórium](#)) proves successful passing of examinations laid down in the curriculum without any grading or evaluation, except for success at the language examination, and the completion of the thesis.

6.15.3. Degree

The degree is an official document with the coat of arms of the Republic of Hungary documenting successful completion of studies in the course named in the degree. The form of degree is defined by a governmental decree. Institutions of tertiary education can issue their degrees in a form and with content in line with their traditions so that it should be still identifiable and controllable.

The Act on Higher Education prescribes that the degree should include the name of the issuing institution of tertiary education, name of possessor, place and date of birth, qualification, grade awarded, specialisation, course completed, name of professional qualification, place of issue, date, original signature of head of institution and chairperson of examination committee before which the examination was passed, and the stamp of the institution.

A condition to issuing the degree is performing the academic requirements, i.e. completing the ([abszolutórium](#)), and passing the final examination. Degrees may be conditional upon foreign language skills. In such cases the relevant certificate must be presented as a condition to degree.

Degrees must be issued in the Hungarian and English language, or in Hungarian and Latin, and, in the event of training for national or ethnic minorities, in the language of the national or ethnic minorities.

In 2003 a new clause was added to the Act on Higher Education, at the request of the student tertiary institutions have to issue a Hungarian language document, a Diploma Supplement, designed by the European Commission, and the Council of Europe. The Diploma Supplement must be issued also in English from March 2006. The Ministry of Education and Culture provided higher education institutions with a diploma supplement designer software, which enables higher education institutions to create and archive Hungarian and English language diploma supplements.

Centrally developed and freely distributed software for preparing Diploma Supplements (DS) supported the creation of identical documents. The form of the DS, the names and titles used in English are also identical in all issued DSs.

After a successful final exam of higher vocational training, a certificate proving vocational qualification may be issued.

The doctoral grade and the degree indicating the relevant area/branch of sciences is awarded by the doctoral board.

6.15.4. Titles

The various titles available in tertiary education are provided in the Act LXXX of 1993 on Higher Education, and by decrees on qualification criteria. The title of doctor indicating university education ([egyetemi képzés](#)) may be used by doctors, dentists, veterinary doctors, and lawyers, with the respective abbreviations of dr. med., dr. med. dent., dr. vet., dr. jur.

Further titles to persons with university education ([egyetemi képzés](#)) include: engineer MS, economist MS, teacher MA, or other titles determined by qualification criteria.

With [főiskola](#) level degrees the law does not list the available titles; it only refers to the qualification in the criteria. Persons with [főiskola](#) degrees may use the following titles: engineer, economist, teacher (single structure primary school, lower secondary), kindergarten teacher, corrective pedagogy teacher, specialist teacher, etc.

For specialised further training the ministerial decree that permits the creation of the course specifies the qualification; in general, specific titles may be used, referring to the content of the qualification.

Persons with a doctoral grade may use the abbreviation 'doctor (PhD) or 'Dr.'.

There is legislation to allow persons with a tertiary qualification in Hungary to use the following English names/titles abroad:

- 1 Those with a [főiskola](#) level qualification may use the term "Bachelor" (abbreviated:BA, BSc etc.).
- 2 Those with a university ([egyetem](#)) level qualification may use the term "Master" (abbreviated: MA, MSc etc.).
- 3 Those with a higher academic grade in sciences may use the term "Doctor of Philosophy" (abbreviated: PhD).
- 4 Those with a higher academic grade in liberal arts may use the term "Doctor of Liberal Arts" (abbreviated: DLA).

According to the 2005 Act on Higher Education that introduces and regulates the new multi-cycle training structure, the English and Latin descriptions of the levels are as follows:

- 1 Bachelor degree or 'baccalaureus' (abbreviation: BA, BSc),
- 2 Master degree or 'magister' (abbreviation: MA, MSc).

In the new educational and training system regulated by the 2005 Act on Higher Education the training and outcome requirements determined for learning outcomes specify the titles and qualifications. In Hungary the name of the Bachelor and Master programmes and the qualifications obtained at the end may be different from the names/titles of qualifications used in the labour market.

6.16. Educational/Vocational Guidance, Education/Employment Links

The Ministry of Education and Culture issues several publications each year to supply young persons who wish to apply for admission with the necessary information.

One of them is the "*Tertiary education admissions information booklet*" (on courses announced in the individual institutions, limits of admissible student numbers, details of the admissions procedure), and the other is titled "*What does Hungarian tertiary education offer*", and also *Felvi* magazine. The former is a description of each institution with their characteristic features. There is another publication for applications for doctoral training (Doctoral admissions booklet, PhD, and DLA training).

The full content of the publication has to be made public and accessible for everyone on the official web site of the Ministry of Education and Culture according to the governmental decree on admission proceedings.

The National Higher Education Information Centre provides future students of tertiary education with career counselling and information system.

Tertiary institutions have an open day before the entrance procedure, and may publish leaflets about their institutions and choice of courses.

The government decree on the introduction of the credit based system (*government decree 200 of 2000 on the Introduction of the point system in education (credit system) and the uniform filing of credit systems of institutions*) prescribes that each institution of tertiary education must prepare an Information booklet (both its structure and content based on the guidelines in the information package of the ECTS Users Manual). That Information booklet shall be posted on the institution's website.

First year students are given a copy of the institution's Regulation of studies and examinations (that also satisfies the requirements regarding the institution's credit regulations) along with all other important regulations. The programmes of subjects of the courses and their requirements are entered in the students' information system, so that students can access all essential information before a computer screen.

The 2005 Act on Higher Education within the sections on higher education studies prescribes the issuing of an Institutional Information Booklet from 2006. The content of this information booklet is determined by the Government decree no 79/2006 on enacting certain regulations of the 2005 Act on Higher Education.

The Act on Higher Education requires that all information and services that can help students integrate in the academic community, lead a healthy lifestyle, and access medical services must be made available to them. Institutions of tertiary education may hire other organisations to ensure that information or services.

Institutions have a formal structure of student counselling. That may assume a number of forms. Tutors (teachers, students of higher grades) may guide the students. There may be a separate student counselling office that is structurally separate, but it can also be part of a career consulting office.

The 2005 Act on Public Education made the career monitoring on tertiary institutions a task of tertiary institutions. Some institutions conduct more detailed surveys concerning the post-institution career of their graduates, and publish summaries of such surveys in different publications of the institution. An increasing number of institutions of tertiary education stage annual vacancy displays attended by representatives of companies, and provide information on vacancies, the specific jobs to be done by young school leavers, and career opportunities within a company.

The Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium*) has been carrying out surveys in some institutions concerning the initial years of their graduates in the labour market (career monitoring). Apart from a great deal of other information those surveys also contain details on the job opportunities of the graduates of those institutions, the ratio of unemployed persons among them, and salaries initially and after a few years. The core statistics of that survey is available to youth in the information booklet published by the institutions of tertiary education.

To ensure establishment and development of relations among the institutions on the one hand, and economic, and social organisations on the other, the organisation of the institution may include an advisory body consisting of representatives of the social and economic sector, and of outside economic experts. Particularly good relationships have evolved between institutions of tertiary education providing more practice oriented training (technical, economic sciences) and economic organisations. With these organisations it has become habitual that representatives of industry play a part in the training process, sit on the final examination committee, and propose subjects for scientific projects, and theses useful for the given company. Activities, or research related to these subjects may be done on the premises of the company, for which even financial support is provided, and as company representatives become better acquainted with the students, the former will select their new workforce from among them.

In the framework of multi-cycle training system at the elaboration of educational programmes and output requirements of the faculty system and in training development, it is an important criterion to continuously monitor and discuss at professional meetings the demands of labour market that may ensure the employment of graduates.

The 2005 Act on Higher Education specifies that every tertiary institution has to make public and put on the web site the educational, developmental and innovative activities, research, the major fields of specialisation and actual achievements at latest 90 days after the end of academic year,

6.17. Private Education

The Act on Higher Education regulates private involvement in tertiary education.

6.17.1. Specific legislative framework

As regards tertiary education, non-state institutions of tertiary education have the same functions as state institutions.

The conditions required to ensure tertiary education must be put in place by the maintainer of the institution, or the institution itself from its revenues. Development is the task of the maintaining organisation, and the state may secure financial support.

Non-state institutions of tertiary education operate basically in accordance with the language of the Act on Higher Education. Any differences between the operation of private and church institution from state institution is specifically provided by the Act.

Non-state institutions of education determine their own tasks within the framework of the articles of association prepared by the maintainer. As regards the training of graduate professionals the state may secure funding on the basis of a separate agreement.

Non-state institutions of tertiary education may obtain recognition by the state with the approval of Parliament. When establishing the institution, the founder must have the *pro rata* staffing and infrastructure required to operate the university (*egyetem*) or *főiskola*, and the management and funding to ensure unbroken operation.

Parliament may revoke state recognition of a non-state institution of tertiary education if operating requirements are no longer being complied with.

A higher education institution may be established either individually or jointly with other entities authorised to do so. A tertiary education can be established by the Hungarian state, a local government or a national minority government; by a religious legal entity registered in the Republic of Hungary, including its organisational unit with legal personality by an economic organisation with registered seat in the territory of the Republic of Hungary by a foundation or public foundation registered in the Republic of Hungary.

The request of ranking a higher education institution a public benefit company has to be handed in to the Educational Office by the maintainer.

The Act has also overseen the economic orders of non-state higher education institutions. According to their founder there are church maintained religious/denominational and private higher education institutions. Private higher education institutions may operate as non-budgetary organization, as an enterprise or a public benefit organization.

Religious higher education institutions may operate as public benefit organizations if they meet the requirements set by the 1997 Act of CLVI on Public benefit organizations, and they register as prescribed by the 2005 Act on Higher Education.

It is not a common practice in Hungary that an institution of tertiary education operates without state recognition.

According to the 2005 Act on Higher Education the registration procedure of the institution is separate from the procedures through which institutions receive permission for operation. However, institutions may perform higher education activities on condition of obtaining operational permissions, the recognition given by Parliament.

The authority responsible, the registration centre of the Educational Office operates under control of the Minister of Education and Culture. The Hungarian Accreditation Committee of Higher Education participates in the procedure by providing expert's opinion required according to legislation by the registration centre of the Educational Authority.

6.17.1.1. Non-university private education

At present there is no tertiary education in the framework of non-university private education in Hungary.

6.17.1.2. Private universities

See subparagraphs.

6.17.1.2.1. Church operated institutions of tertiary education

The Act IV of 1997 regulates freedom of conscience and religion, and matters related to churches.

Hungarian churches, congregations, religious communities are guardians of traditional values and formers of communities. In addition to their religious work they play an important role through their cultural, educational, social, and medical activities, and through nurturing a sense of national identity in society.

Formerly the party state, subscriber to an exclusively materialistic and atheist ideology, narrowed down the religious activities, and the social role of churches by confiscating their property, and closing down most of their organisations.

Following the political changes, the Republic of Hungary implemented the rule of law, and churches were again allowed to play their due social role without limitations. Ecclesiastical legal entities may

pursue all sorts of educational, cultural, social, medical, sports activities and may work to protect children and youth that are not relegated in the exclusive competency of the state.

In an attempt to ensure the required financial conditions for the activities of the churches, Parliament created legislation aiming at settling the ownership conditions of some formerly church-owned institutions.

In the course of the settling process, churches – following specific request – were given back the property needed for teaching and education. Churches were returned even 4 former church-owned [főiskola](#).

The church is allowed to establish and maintain institutions of legal personality. There are presently 27 church-operated institutions of tertiary education, of which 5 are universities ([egyetem](#)), and 22 [főiskola](#).

Church-operated [főiskola](#) teach exclusively religion-related subjects in one or two courses.

Some Reformist and Catholic universities ([egyetem](#)) provide, besides religious training, also non-religious study programmes, more exactly legal courses, humanities, and teacher training.

An agreement has been concluded between the Republic of Hungary and the Holy See concerning the funding of the public and religious activities of the Catholic Church, and some additional property related issues. The agreement, following conclusion on 20 June 1997, was passed in Parliament as the Act LXX of 1999.. The content of that agreement was extended to other churches, too, in order to ensure equal legislative standing.

Ecclesiastical institutions providing theological education may depart from the letter of law regarding the rules of operation of universities ([egyetem](#)) and [főiskola](#) in recognition of the special features of ecclesiastical education (e.g. period of training, number of courses launched in a particular branch of science, appointment of [főiskola](#) teachers).

In non-religious training there is no difference between ecclesiastical and state provided education.

The state, when recognising universities ([egyetem](#)), [főiskola](#), faculties or courses of theology, may not investigate the content of subjects or knowledge associated to religious life. As regards religious training, training and output requirements are determined by the ecclesiastical institutions of tertiary education based on the ecclesiastical regulations that apply to them. Church universities ([egyetem](#)) also joined the accreditation process of doctoral schools. All church universities ([egyetem](#)) recognised by the state have an accredited doctoral school.

In 2006, church-operated higher educational institutions have also introduced the multi-cycle training. According to the 2005 Act on Higher Education the minister orders on the initiation of a religious legal entity and on the basis of the regulations on training and learning outcome requirements of the Bachelor and Master programmes. Therefore religious training programmes are listed in the Government decree no. 15/2006 on the training and learning outcome requirements of Bachelor and Master programmes.

6.17.1.2.2. Institutions of tertiary education owned by individuals, or foundations

Privately owned institutions of tertiary education were first allowed in 1993. They operate as *főiskola*, and consequently provide training in 2-5 *főiskola* level courses.

The 14 institutions – in line with economic demand – provide training essentially in sociology, and economics. The maintainer initially launched higher vocational training based on *érettségi vizsga*, and their tertiary education activities followed from that. These institutions may provide state funded training in harmony with the admission level approved by the Minister of Education and Culture, and the agreement concluded between the Minister and the institution. Conditions of operation and development are ensured by the maintainer.

The general training requirements in private institutions of tertiary education and state maintained ones are identical. State funded studies are possible even in private institutions.

The Hungarian Accreditation Committee (**2.6.**) accredits the operation and training programmes of private institutions of tertiary education in accordance with criteria identical to those of state institutions.

The Act on Higher Education enables departures from the operating rules of universities (*egyetem*) and *főiskola* by passing separate legislation in the case of institutions of tertiary education providing training in a foreign language, established on the basis of a state or intergovernmental cooperation agreement signed on behalf of the Hungarian state. This is how the Gyula Andrassy German Language University of Budapest was created based on an intergovernmental declaration issued on 22 February 2001 on the promotion of common tertiary education in Central Europe by the Chancellor of the Republic of Austria, the Prime Minister of the Free State of Bayern, the Prime Minister of province of Baden-Württemberg of the Federal Republic of Germany, and the Prime Minister of the Republic of Hungary.

The institution provides post-graduate training in German, it is based on separate legislation.

6.18. Organisational Variations, Alternative Structures

In accordance with **6.10.**, in addition to full-time training, Hungarian institutions of tertiary education may also launch part-time training.

There is a single institution of tertiary education that provides training mostly in the form of distance teaching. The Gábor Dénes **főiskola** provides training at the distance learning faculty in economics and IT. Students meet training requirements with the help of the distance learning package elaborated by the institution (textbooks, notes, guidelines, and other teaching aids, collection of problems, video films, CDs, and other education materials, also available on the Internet). The Gábor Dénes **főiskola** works in a national network, but in a uniform structure, operating 50 points of consultation in Hungary and in areas of Hungarian population in neighbouring countries.

Training of students in distance learning may be longer than what is determined in the qualification criteria.

However, the operation of the institution may not be regarded an institutional form of alternative structure. It operates in all respects in line with the provisions of the Act on Higher Education.

There are no institutions in Hungary that pursue tertiary level education other than those determined in the Act on Higher Education.

6.19. Statistics

Statistics on institutions of tertiary education may be summed up as below, they are based on the official statistics of the Ministry of Education and Culture (Statistical information booklet, tertiary education 2006/2007).

Institutions of tertiary education

The number of institutions of tertiary education recognised by the state reached 71 in 2007/08. The number of institutions maintained by the state was 30, those maintained by the church 26, and foundation operated ones 15. From the 71 institutions of tertiary education 25 were universities (**egyetem**), and 46 **főiskola**.

All courses

Students in all courses of institutions (full time, evening, correspondence, distance learning courses) and all levels of tertiary education (accredited higher vocational training, **főiskola**, and university (**egyetem**) level initial training and supplementary initial training, specialising further training, and doctoral training, bachelor (undergraduate) studies Bsc, in master courses MSc and in long cycle studies numbered 397 704. That number is, more than in the previous academic year 188 000. 12 398

persons participated in accredited higher vocational training, 109 363 persons in [főiskola](#), and 87 703 persons in university level basic and supplementary initial training, 146 750 persons in Bachelor programmes and 984 persons in Master programmes while 18 792 in specialising further training, and 7 153 persons in PhD, and/or DLA training.

The number of students in accredited mainstream higher vocational training grew, but their ratio remains low as they constitute a mere 3,1% of all students in tertiary education, and another 16 011 persons receive the same training in institutions of public education. That latter statistics originate from institutions of public education.

From 15 459 students most (3 133) came from Romania, from Slovakia (2 178), and Germany (1 640). In trainings delivered in a foreign language 6 530 foreign students participate.

Full time courses

Application and admission

In the course of the 2007 admission process a total of 74849 candidates handed in their applications for accredited mainstream tertiary vocational training, [főiskola](#) and university ([egyetem](#)) level basic and supplementary training and for long cycle studies. The target number of state funding was 40 000 (minus military and law enforcement training), that is 2 000 fewer than last year, further improving chances for candidates.

In 2007 there were 28 thousand more candidates, with the admission count rising by 34 thousand compared to 1990 statistics. 68,1% applicants were accepted. In 1990 this was 36%.

The following table shows application and admission numbers in full time courses of institutions of tertiary education between 1990 and 2007.

year of application	target number for state funding*	# of applications	# of admissions**	applications/admissions
1990	18 470	46 767	16 818	36.0 %
1991	19 566	48 911	20 338	41.6 %
1992	24 399	59 119	24 022	40.6 %
1993	25 000	71 741	28 217	39.3 %
1994	31 300	79 805	29 901	37.5 %
1995	33 975	86 548	35 081	40.5 %
1996	39 553	79 369	38 382	48.4 %
1997	42 000	81 924	40 355	49.3 %
1998	42 000	81 065	43 629	53.8 %
1999	41 000	82 815	44 538	53.8 %
2000	41 000	82 957	45 546	54.9 %
2001	44 000	84 380	49 874	59.1 %
2002	46 000	88 978	52 552	59.1 %
2003	48 500	87 110	52 703	60,5 %

2004	46 000	95 871	55 179	57.6 %
2005	42 000	91 583	52 863	57.7%
2006	42 000	84 262	53 983	64,1%
2007	40 000	74 849	50 941	68,1%

* The number of students that can be admitted to daily, state funded for *főiskola*, university level, basic and long term uninterrupted studies

** State funded and fee paying education together

Training

In the 2007/2008 academic year 242 893 students enrolled in full time training. 54% of students are female. 10 219 persons enrolled in higher vocational training, 70 087 persons to *főiskola*, 69 979 to university (*egyetem*) level basic and supplementary training, 98 770 to bachelor (BSc) training, 11 133 persons to uninterrupted training, 633 persons to specialising further training, and 5 923 to PhD, and DLA training.

Foreign students numbered 12 212, similar to last year. Most foreign students attended foreign language training on a fee-paying basis in the medical, technical, and economic fields.

76% of students took part in state funded training.

55 789 students enrolled in *főiskola* and university (*egyetem*) level basic and supplementary training and in basic and uninterrupted training. More than 54 thousand students attended the last class in the reference year. The ratio of students in the areas economics, and social sciences further grew, while participation in teacher training and technical courses dropped.

66 655 students learned a foreign language (one student could learn several languages), of which most students chose English (35 670), and German (16 286).

43% of all students (105 102) study in institutions of tertiary education in Budapest, the capital city.

Public grants

At all levels of training at the full time courses of state operated institutions of tertiary education 30% of students, 61 487 students were recipient to a study grant. 22%, 46 334 students were granted regular financial social support.

20% of all students (47 695) had a place in a dormitory, including foreign students, and including military, and ecclesiastical institutions, and those operated by foundations.

32% (78 932 students) of all full time students at all levels of training were eligible for accommodation support.

Evening course

8 535 students enrolled in evening courses in the 2007/2008 academic year, of which 6 218 participated in university ([egyetem](#)) or [főiskola](#) level training, and in basic and uninterrupted training. Their number decreased with 1 700 persons. Participation in specialising further training was 2 128. The number of students enrolled for doctorate studies was 81. 108 persons participated in tertiary vocational training.

From participants in university ([egyetem](#)) and [főiskola](#) level training, 1 2089 students attended 1st grade, and 2 613 final grade.

Nearly 70% of students are female, and as regards age, 54% are 30 years of age or older. 1 930 (23%) students attended state funded training.

Correspondence course

The number of students enrolled in correspondence course was 18 000 less in the beginning of the year 122 890, of whom 64% were women. 2 071 persons did tertiary vocational training, 14 149 specialised further training, and 2 056 doctoral training. 104 614 students participated in ([egyetem](#)) level and [főiskola](#) level training, and in basic- master and uninterrupted studies from which 26 444 students attended 1st grade, (more than 8 000 less than last year) and 33 619 students final grade.

Students aged 30 or older represented 45%. 80% of students studied on a fee-paying basis.

Distance learning course

25 985 students participated in distance learning, which is more than 4000 less compared to last year. From this, 2 154 participated in specialised further training. 56% of students were female. 92% of students (21 441) at the distance learning courses studied in [főiskolai képzés](#) and university level training and in basic studies. 6 567 students enrolled in the 1st year of [egyetemi képzés](#) and [főiskolai képzés](#), while students in the final grade numbered 6 016.

53% of students are aged 30 or older. 0,1% of the students in these courses are state funded, the rest pay tuition.

Degree

In 2007 29 059 full time students obtained a university (*egyetem*) or *főiskola* level degree. 1 464 evening students, and 20 935 correspondence and distance learning students obtained a university (*egyetem*) or *főiskola* level degree. In the four courses collectively there were 51 458 degrees issued. This is 4 000 less compared to last year.

In all four courses 2 266 persons obtained a qualification listed in the National List of Qualifications in the framework of accredited mainstream tertiary vocational training, 1 012 persons received a doctoral or a masters degree, and 9 500 persons graduated from specialised further training.

graduates obtaining university "egyetem" or főiskola level degrees				
year	full time	evening	correspondence*	total
1 990	15 963	1 294	6 846	24 103
1 995	20 024	1 269	4 944	26 237
1 996	22 147	1 385	7 778	31 310
1 997	24 411	1 807	10 572	36 790
1 998	25 338	1 696	11 575	38 609
1 999	27 049	1 491	13 811	42 351
2 000	29 843	2 114	15 021	46 978
2 001	29 746	1 986	15 804	47 536
2 002	30 785	2 065	17 655	50 505
2 003	31 929	2 244	18 639	52 812
2004	31 633	2 159	19 722	53 514
2005	32 732	1 820	22 610	57 162
2006	29 871	1 814	21 429	53 114
2007	29 059	1 464	20 935	51 458

* together with distance learning

Teachers

In the 2007/2008 academic year teachers in tertiary education numbered 22 376. Full time staff were 16 357, of which church maintained institutions of tertiary education employed 1 011, and foundation operated ones 694. 39% were female, and teachers younger than 30 represented 6,5%.

0.8% of full-time teachers were Members of the Academy of Sciences, 5.0% had a scientific title, and 44% a scientific grade, and 12% were habilitated.

Nearly 13 536 teachers had one or more language proficiency certificates; their number represents more than 83%.

6.19.1. Higher education in Hungary

Denomination	1990/ 1991	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008
Institution	77	65	66	68	69	71	71	71
Teachers	17 302	22 863	23 151	23 288	23 787	23 188	22 076	22 376
Number of students per teacher	6,3	15,3	16,5	17,6	17,7	18,3	18,9	17,77
Number students at all courses and fields	108 376	349 301	381 560	409 075	421 520	424 161	416 348	397 704
Of which:								
Basic education (BSc, BA)	–	–	–	–	–	15 110	91 365	146 750
Higher vocational training ^{a)}	–	4 475	6 128	7 219	9 122	10 498	10 842	12 398
„egyetemi szintű” education	47 498	117 947	124 606	133 274	138 169	138 994	113 438	87 703
„főiskolai szintű” education	54 889	195 291	216 581	233 673	240 297 ^{b/}	226 528	163 323	109 363
Master education	–	–	–	–	–	–	110	984
uninterrupted training	–	–	–	–	–	–	7 583	14 591
Professional further training	5 989	24 558	26 815	27 074	25 991	25 066	21 903	18 762
doctoral training (PhD, DLA)	–	7 030	7 430	7 835	7 941	7 965	7 784	7 153
Students in full time education	76 601	192 974	203 379	216 296	225 512	231 482	238 674	242 893
%	70,7	55,2	53,3	52,9	53,5	54,6	57,3	61,07
Of which:								
Basic education (BSc, BA)	–	–	–	–	–	10 578	59 058	98 770
Basic education (BSc, BA)	–	3 810	5 132	5 917	7 452	8 331	8 471	10 219
Higher vocational training ^{a)}	39 510	95 440	99 763	105 927	109 912	109 935	89 828	69 979
„egyetemi szintű” education	37 091	88 631	93 392	98 983	102 380 ^{b/}	96 732	70 087	47 048
„főiskolai szintű” education	–	–	–	–	–	–	5 643	11 133
Master education	–	280	326	460	450	792	531	633
undivided education	–	4 813	4 766	5 009	5 318	5 114	5 056	4 923
Egyetemi, főiskolai szintű képzés								
Students in full time education	76 601	184 071	193 155	204 910	212 292 ^{b/}	217 245 ^{b/}	224 616 ^{b/}	227 118
Students in part time education (evening, correspondance and other courses)	25 786	129 167	148 032	162 037	166 174 ^{b/}	163 387 ^{b/}	151 203 ^{b/}	132 273
Students in full time education								
First year number of foreign nationality	22 662 3 310	56 709 8 088	57 763 8 184	59 699 8 850	59 783 9 302	61 898 10 072	61 231 10 757	55 789 11 435
foreign nationality in,	4,3	4,2	4	4,1	4,1	4,6	4,7	5,03

% female in % state- funded in %	48,8 ..	53,8	53,8	53,7	54,1	53,5	53	53
living in dormitories in %	46,8	90,6 25,5	84,4 24,7	82,9 24,5	80,6 22,9	80,3 22	78,6 21,4	75,9 20,2
Receiving a degree in full time education	15 963	29 746	30 785	31 929	31 633	32 732	29 871	29 059
Receiving a degree in part time education (evening, correspondence and other courses)	8 140	17 690	19 720	20 883	21 881	24 430	23 243	22 399

a, Higher vocational training in a n accredited system

Source: Hungarian Statistical Yearbook 2006, CSO 2007.

b, including participants of BSc training

6.19.2. Data on education at tertiary level by regions, 2007/2008.

Region	Higher education institution	Teacher	Total number of students	Of which egyetem, főiskola, in BSc and Master training total in full time education		Livin gin dormitories, in %
Central Hungary Közép-Dunántúl	39	10 701	174 067	155 644	107 579	16,4
Nyugat-Dunántúl	8	1 284	27 404	24 744	15 902	24
Dél-Dunántúl	4	1 235	28 292	25 942	15 087	26,6
Észak- Magyarország Észak-Alföld	3	2 476	37 486	32 953	20 084	23,3
Észak- Magyarország Észak-Alföld	5	1 490	39 171	36 500	14 532	24,1
Dél-Alföld	6	2 373	48 428	44 784	28 949	24,9
	6	2 817	42 856	38 824	24 985	19,9
Total	71	22 376	397 704	359 391	227 118	20,2

Source: Hungarian Statistical Yearbook 2007, CSO 2008

6.19.3. Students in higher education – full time, evening-, correspondence- and distance learning courses, male-female (2007/2008)

2007/2008					
Type of course	#	Male (#)	Male (%)	Female (#)	Female (%)
Total number of students	397 704	169 087	42,52%	228 617	57,48%
Full time	242 893	112 731	46,41%	130 162	53,59%
Evening	8 535	2 503	29,33%	6 032	70,67%
Correspondence	122 890	44 157	35,93%	78 733	64,07%
Distance	23 386	9 696	41,46%	13 690	58,54%

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6.19.4. Age of students participating in higher education in 2007/2008, all courses

Age	Tertiary further training	Főiskola	Egyetem	Bachelor	Master	Uninterrupted	Szakirányú továbbképzés	Doktorai PhD DLA	Total
Under 18	0	0	0	158	0	78	0	0	236
18	1187	518	54	10 899	0	1 158	1	0	13 817
19	3 000	220	164	30 188	0	3 105	5	0	36 682
20	2 571	4 290	4 211	30 479	2	3 034	28	0	44 615
21	1 672	12 512	12 846	18 978	13	1742	60	0	47 823
22	948	14 699	16 242	11 354	37	1102	189	9	44 580
23	677	11 602	14 195	7 005	48	708	372	254	34 861
24	424	8 499	10 357	4 705	260	481	649	663	26 038
25	271	6 499	6 706	3 647	112	435	889	905	19 464
26	207	5 297	4 581	3 142	65	317	1 100	949	15 658
27	140	4 413	3 289	2 710	46	269	1 078	747	12 692
28	135	4 194	2 516	2 603	43	277	1 055	595	11 418
29	129	4 116	1 898	2 520	40	209	1 139	489	10 540
30-34	518	16 233	5 568	9 329	109	833	4 275	1 352	38 217
35-39	267	8 676	2 534	4 901	80	449	3 161	575	20 643
40 or older	252	7 595	2 542	4 132	129	394	4 761	615	20 420
Total	12 398	109 363	87 703	146 750	984	14 591	18 762	7 153	397 704

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6.19.5. Number of students in ("egyetemi and főiskola") level education by ISCED levels (2007/2008)* /

Field of education	Total # of students	Of which full time	Total # of students	Of which female, %	Full- time	Total # of students	Of which female, %	Full- time
	1990/1991		2006/2007			2007/2008		
Teacher training, Educational science	37 571	26 891	45 939	72,9	22 527	36 692	73,1	19 176
Arts	1 213	1 065	5 751	56,1	4 970	6 550	56,3	5 497
Humanities	1 992	1 182	28 575	68,9	22 168	28 491	68,2	22 675
Social Sciences	4 381	3 170	31 717	67,5	20 647	30 674	66,5	21 001
Economics and Administration	9 471	4 755	95 675	64,4	43 934	92 517	64,2	44 968
Law	4 738	3 128	18 209	62,7	9 890	17 442	63,3	9 798
Natural Sciences	1 647	1 617	9 439	49,1	8 746	10 993	49,6	10 207
ICT	2 662	1 823	17 417	15,2	13 015	14 728	14,9	11 082
Technical Sciences	20 223	16 685	46 440	18,5	35 361	48 935	18,3	37 712
Agriculture, Veterinary	5 032	4 416	10 756	45,1	6 349	9 679	45,6	5 978
Health, Social Care	9 960	9 222	33 620	75,3	21 238	32 617	74,6	22 111
Services	3 497	2 647	32 281	58,3	15 771	30 073	58,6	16 913
Total	102 387	76 601	375 819	57,4	224 616	359 391	56,7	227 118

Source: Hungarian Statistical Yearbook 2007, CSO 2008.

^{b/} Including participants in BSc training, and in uninterrupted and Master education

6.19.6. Number of students completing higher education studies by ISCED level and field of education, 2007

Field of education	Higher educational vocational training ^a		Főiskola		Egyetem		Vocational further training		PhD, DLA training	
	#	%	#	%	#	%	#	%	#	%
Teacher training, educational science	51	2,29	7 254	21,90	1 693	9,23	2 335	27,13	58	5,48
Arts	37	1,66	263	0,79	533	2,91	-	-	57	5,38
Humanities	-	-	486	1,47	3 256	17,76	230	2,67	170	16,05
Social sciences	19	0,85	1 428	4,31	1 806	9,85	207	2,40	100	9,44
Economics and administration	824	36,93	10 388	31,36	3 135	17,10	3 653	42,44	47	4,44
Law	110	4,93			2 212	12,06	749	8,70	34	3,21
Natural Sciences	67	3,00	31	0,09	676	3,69	74	0,86	208	19,64
ICT	45	2,02	2 148	6,49	828	4,52	109	1,27	38	3,59
Technical Sciences	106	4,75	2 790	8,42	1 400	7,63	223	2,59	93	8,78
Agriculture, Veterenary	-	-	859	2,59	674	3,68	134	1,56	97	9,16
Health and Social Care	398	17,84	3 882	11,72	1 570	8,56	528	6,13	115	10,86
Services	574	25,73	3 591	10,84	555	3,03	366	4,25	42	3,97
Total	2 231	100	33 120	100	18 338	100	8 608	100	1 059	100

a) Higher vocational programme in formal education.

Source: Hungarian Statistical Yearbook 2007, CSO 2008.

6.19.7. Number of degrees by ISCED level, all courses, 2007

Field of education	Tertiary further education			Főiskola education			Egyetem level education			Basic education			Total
	total	female	%	total	female	%	total	female	%	total	female	%	
Teacher training and educational science	51	11	21,57	8 336	6 695	80,31	1 850	1 209	65,35				10
Arts	37	14	37,84	260	142	54,62	538	321	59,67	3	2	66,67	
Humanities				531	364	68,55	3 447	2 666	77,34	2	0	0,00	3
Social Sciences				615	487	79,19	1 390	972	69,93				2
Journalism, and info-communication	19	9	47,37	1 069	862	80,64	476	363	76,26				1
Business management	824	641	77,79	10 710	8077	75,42	3 146	2 031	64,56	61	48	78,69	14
Law	110	90	81,82				2 212	1 392	62,93				2
Bio Natural Sciences				20	19	95,00	276	181	65,58				
Physics				12	8	66,67	348	154	44,25				
Maths and Statistics	67	31	46,27				64	23	35,94				
Computer Sciences	45	5	11,11	3352	954	28,46	831	115	13,84	8	0	0,00	4
Engineering Sciences	94	5	5,32	1 829	148	8,09	830	131	15,78	73	9	12,33	2
Production And Procession	12	9	75,00	452	274	60,62	177	103	58,19				
Architecture and engineering				436	174	39,91	393	200	50,89				

Agriculture				859	406	47,26	547	290	53,02				1
Vetenerary studies							127	93	73,23				
Healthcare	72	67	93,06	1 617	1 464	90,54	1 525	956	62,69	7	6	85,71	3
Social provision	326	288	88,34	2 273	1 947	85,66	69	58	84,06				2
Personnal services	449	326	72,61	1 986	1 517	76,38							2
Environmental protection	125	45	36,00	572	315	55,07	376	240	63,83				1
Security services				1 040	416	40,00	182	26	14,29				1
Total	2 231	1 541	69,07	35 969	24 269	67,47	18 804	11 524	61,28	154	65	42,21	57

Source: Statistical Booklet on Higher education of the Ministry of Education 2007/2008.

6.19.8. Number of institutions, teachers and students, all courses in 2006/2008

Maintainer	Institutions	Teachers	Students	Number of students per teacher
State	31	18 662	343 741	18,42
Church	26	2 100	23 556	11,22
Private or Foundation	14	1 614	30 407	18,84
Total	71	22 376	397 704	17,77

Statistical Booklet on Higher education of the Ministry of Education 2007/08

6.19.9. The register of faculties on BSc level in the multi-cycle, interrupted type of education 2007/2008.

Field of education	Branch of education	Undergraduate faculties	Credits to the faculty
<i>agri</i>	Agri-technical	Land Surveying and Land Management Engineer	180+30*
		Mechanical Engineer in Agriculture and Food Industry	
		Garden and Landscape Architect	
	Forestry engineering	Forestry engineer	180+30*
	Agrobusiness and rural engineering and informatic agro engineering	Agrobusiness and Rural Development Engineer	
		Informatics and Local administration	180+30*
	Food- horticultural engineering	Food engineer	
		Horticultural engineer	180+30*
<i>humanities</i>	Agricultural Environmental Management and Nature protection engineering	Agricultural environmental engineer	
		Nature protection engineer Wildlife engineer	180+30*
	agricultural	Animal production engineer	
		Agricultural engineer	180+30*
		Agricultural instructor	
		Plant production engineer	
	Hungarian	Hungarian (Specialization in eg. Drama pedagogy, Esperanto, Estonian, Finnish, Finno-Ugrian, Folcloristics, Literature Science, Cultural Studies, language mentor, Language Technology, History of the Theatre, Information Management, Neo-Latin)	180
	History	History (Specialization in eg. History, Archives, Museology, Archeology)	180
		Folk Art	
	Modern Philology	Anglistics (Specialization eg. in English, Americanistics)	180
		Germanistics (Specialization eg. in German, German Ethnical, Nederlandistics, Scandinavianistics)	
		Romanistics (Specialization eg. In French, Italian,	

		Portugal, Romanian/Romanian Ethnical, Spanish)	
		Romology	
		Slavistics (Specialization eg. in Russian, Bulgarian, Czech, Polish, Croatian/ethnic, Serbian/ethnic, Slovakian/ ethnic, Slovenian/ethnic, Ukrainian/ethnic)	
	Ancient and Oriental Philology	Ancient Languages and Cultures (Specialization in Assirology, Egyptology, Classical Philology [Latin, Old Greek])	180
		Oriental languages and Cultures (Specialization eg. in Altaic Studies, Arabian, Hebraistics, Indology, Iranistics, Japanese, Chinese, Korean, Mongolian, Tibetan, Turkish, New Greek)	180
	Pedagogy and Psychology	Andragogy (Spacializing in Adult Education Organization, Career counselling, Culture Organizing, Human Management)	180
		Pedagogy	
		Psychology	
	Free humanities	Liberal Arts (Specialization eg. In Philosophy, Esthetics, Ethics, Religious Science, Film Theory and History of Films, Communication, History of Arts)	180
<i>Social sciences</i>	Political science	International studies	180
		Politology	
	social	Social work Social Pedagogy	180+30*
	Sociology	Computer Librarian	180
		Communication and Media Science	
		Cultural Antropology	
		Sociology	
		Social Studies	
<i>ICT</i>	informatics	Economic Informatics	210
		Computer engineering	210
		Computer Programme Designer	180
<i>Law and administration</i>	administrative	Criminal administrative (Specialization in Criminal Investigation, Economic Crime Investigation, Financial Investigation)	180
		Public Administration Management	
		Legal Administration Management	
		Labour Relations and Social Insurance Counselling	
		International administration	
		Policy Administration Manager (Specializing in Security Management, Correctional Services, Border Police Officer, Administrative Policing Officer, Disaster Management, Traffic Policy, Public Order Management, Custom Policy)	
<i>Home defence and military</i>	security	Security and protection policy	180
		Correctional Services Educator	
		Border Police Officer and Protecion Leader	
		National Defense	
		Protection Management	
	military	Military Leader	210
		Military Economy	
<i>Economical sciences</i>	economy	Applied Economics	180

	business	Economic Analysis	
		Public Service	
		Economy and Management	180+30*
		Commerce and Marketing	180+30*
		Human Resources	180
		International Economy	180+30*
		Finance and Accounting	180+30*
		Turism and Catering	180+30*
		Business Instructor	180+30*
technical	Materials- wood technology and light industrial engineering	Materials Engineer	210
		Wood Technology Engineer	
		Light Industry Engineer	
	bio-, environmental- and chemical engineering	Bio- engineer	210
		Environmental Engineer	
		Chemical Engineer	
	Civil engineering and technical geological engineering	Civil engineer	240
		Technical geological	210
	Architecture and Industrial Design Engineering	Architect	240
		Industrial design engineering	210
	Mechanical-, transportation-, mechatronical engineering	Mechanical engineer	210
		Transportation engineer	
		Mechatronic engineer	
	Military and safety engineering	Military and safety engineer	210
	Electrical and energetic engineering	Energetic engineer	210
		Electrical engineer	
	Technical Manager, Technical Instructor	Technical manager	210
		Technical instructor	210*
Health care	Health science	Nursing and Patient care (Nurse, Dietetician, Physiotherapist, Paramedic, Midwife faculties)	240
		Health Care and Prevention (Public Health Care Inspector and Health Visitor faculties)	
		Health Care Manager (Specialization in Health Insurance, Health Care Administration, Health Tourism Manager)	210
		Medical Laboratory and Diagnostic Imaging Analytical Expert (Specialized in Medical Diagnostic Laboratory Analysis, Medical Research Laboratory Analysis, Diagnostic Imaging Analysis, Optometrist)	240
Teacher training	Kindergarten teacher, primary school teacher	Kindergarten teacher (with ethnical specialization)	180
		Primary school teacher (with ethnical specialization)	240
		conductor (faculties of kindergarten teacher and primary school teacher)	
	Corrective pedagogy	Corrective Pedagogy (with specializing for pedagogy of mentally impaired, emotionally restricted, educationally hindered, hearing impaired, visually impaired students, speech therapy, somatopedagogy, psychopedagogy)	210+30*
Sports	Sports	Physical Education Teacher-Trainer	180

<i>sciences</i>	Body culture		
		Sports organizer	
		Recreation and Health Improvement Management	
		Human.Kinesiology	
<i>Natural sciences</i>	Life Sciences	Biology	180
	Physical natural sciences	Physics	180
		Chemistry	
	Earth Sciences	Geography	180
	Environmental Sciences	Geology	
		Environmental studies (eg. Specialization in Technics)	180
	Mathematical Science	Mathematics	180
	Natural Sciences	Natural Science	180
<i>Arts</i>	Architectural Art	Architectural art	180
	Applied arts	Ceramic Design	180
		Glass design	
		Metal working	
		Product design	
		Textile design (with woven textiles, knit- textiles, dyed- printed textiles, clothing accessories specialization)	
		Graphic design	
		Photography	
		Applied visual design	
		Design and Art	
	Fine art	Fine Art Theory	180
	Film and Video Art	Motion picture (specialization in broadcasting technical director, broadcasting technical director-editor, motion picture editing, sound directing)	180
		cameraman	
		Producer	
		Television Presenting and Directorin	
		Animation	
	Musical Art	Performing Arts (specialization in classical musical instrument,** jazz musical instrument,** classical song, jazz song, orchestra- and kórus quire conducting, church music,** folk music**)	180
		Creative Arts and Musicology (specialization in Musical Composition, Jazz-music composition, Musicology, Music Theory, Music Studies)	180
	Dance Art	Dance Art (specialization in classical bellet, folk dance, modern dance, contemporary dance, theatre dance)	180
		Coreographer	180
		Dance and Rehearsal Coaching (specialization in classical ballet, folk ance, modern dance, ballroom dance, contemporary dance, fashion dance, theatre dance)	180
	Multimedia	Media Design	180
		Multimedia Programme Editor	
<i>Art</i>	Music culture	Music/ Singing (specialization in Folk Music and , Church Music)	180
<i>mediation</i>		Crafts	180
		Environmental design	
		Plastic Arts	
		visual presentation	
		Digital presentation	
	Drama culture	Drama instructor	180

* An undergraduate faculty requiring practical training, where a consequent practice of a semester has to be organized according to the educational and outcome requirements.

** Optional specialization:

Classical instrument: flute, oboe, clarinet, saxophone, bassoon, horn, trumpet, trombone, tuba, percussion, violin, viola, cello, double bass, harp, guitar, lyre, dulcimer, harpsichord, piano, organ, accordion;

Jazz instrument: jazz-piano, jazzbass, jazzguitar, jazz bass guitar, jazz trumpet, jazz trombone, jazz saxophone, jazz drums;

Church music: church music-organ, church music-choral conduction;

Folk music: Folk Music Performance on Bowed Strings (Violin– Viola/Double bass–Cello–Gordon [Percussion Cello], Folk Music Performance on Plucked Strings (Zither– Tambura–Koboz [Historical Hungarian Lute] /Rotary Lute [Hurdygurdy]), Folk Music Performance on Wind Instruments (Furulya [Folk Flute]–Bagpipe /Clarinet–Tarogato [Hungarian Folk Clarinet]), Cimbalom, Folk Song Performance.

Source: 289/2005. (22. 12) on University-level First cycle Degree Programmes and Master Programmes, and the Procedure of Launching a Programme

6.19.10. Master Courses in 2008 based on the fields of education

Denomination of Master course agricultural	
1.	Food engineering
2.	Food safety and quality engineering
3.	Agricultural biotechnologist
4.	Horticultural engineering
5.	Plant protection
6.	Environmental conservation engineering
7.	Gamekeeping and wildlife management
8.	Landscape Architecture
9.	Animal Husbandary Engineering
10.	Agricultural engineering
11.	Veterinary (uninterrupted)
12.	Agricultural Engineering in Rural Development
13.	Fodder and Fodder Safety
14.	Crop Production Engineering
Arts and Humanities	
1.	Religious Studies
2.	Theatre Studies
3.	Pedagogy

4.	American Studies
5.	Human Resources Consultant
6.	Andragogy
7.	Translator and Interpreter
8.	German Language, Literature and Culture
9.	Theoretical Linguistics
10.	English Studies
11.	Dutch
12.	History
13.	aesthetics
14.	Classical Philology
15.	Philosophy
16.	Slavonic studies
17.	Hungarian Language and Literature
18.	Spanish Language, Literature and Culture
19.	Italian Language, Literature and Culture
20.	French Language, Literature and Culture
21.	History of Religion
22.	Psychology
23.	Ethnography
24.	Finno-Ugric Studies
25.	German/ German as Ethnic Minority Studies
26.	Intercultural Psycholgy and Pedagogy
27.	Art History
28.	Archives
29.	archeology
30.	Applied Linguistics
31.	Romology
Economic Sciences	
1.	Econimic Analyses
2.	Turism- Management
3.	International Economy and Business Economics
4.	Finance
5.	Marketing
6.	Business Development
7.	Leadership and Management
8.	Master of Business Administration (MBA)
9.	Accounting
10.	Public Policy and Management
11.	Regional and Environmental Economics
12.	Insurance and Financial Mathematics
13.	Mathematical Analyses for Business
14.	Logistic Management
Computer Studies	
1.	System Engineering
2.	Software Engineering

3.	Medical Biotechnology
4.	Economic Informatics
5.	infobionics
Law and Administration	
1.	Public Administration
2.	Law Enforcement
3.	Law (uninterrupted)
Technology	
1.	Structural Engineering
2.	Infrastructure Engineering
3.	Land Surveying and Geographical Information Systems Engineering
4.	Vehicle Engineering
5.	Transportation Engineering
6.	Logistic Engineering
7.	Environmental Engineering
8.	Electrical Engineering
9.	Mechatronics Engineering
10.	Safety Technology Engineering
11.	Disaster Protection Engineering
12.	Military Logistics
13.	Architecture (uninterrupted)
14.	Construction Engineering
15.	Wood Industry Engineering
16.	Mechanical Modelling
17.	Chemical Engineering
18.	Mechanical Engineering
19.	Bio Engineering
20.	Material Engineering
21.	Light Industry Engineering
22.	Defence Systems Management
23.	Biomedical Engineering
24.	Furnace Engineering
25.	Energetics Engineering
26.	Industrial Design Engineering
National Defence and Military Studies	
1.	Security and Defence Policy
2.	Border Policing and Defence Management
3.	Defence Administration
4.	National security
5.	Military Leadership
Medical and Health Science	
1.	Public Health
2.	Health Psychology
3.	Social Work in Health Care
4.	Nutrition Science
5.	General Physicist (uninterrupted)
6.	Dentistry (uninterrupted)
7.	Pharmaceutics (uninterrupted)
Teacher training	
1.	teaching
Sports science	
1.	Sports manager
2.	Sports Coaching
Social Sciences	
1.	Cognitive Studies

2.	Social Work
3.	Political Science
4.	Sociology
5.	Cultural Anthropology
6.	International Studies
7.	Survey Statistics
8.	Gender Studies
9.	Social Policy
10.	Computer Librarian
11.	Health Policy, Planning and Financing
12.	Communication and Media Science
National Sciences	
1.	Applied Mathematics
2.	Chemology
3.	Molecular Biology
4.	Physics
5.	Biology
6.	Astronomy
7.	Mathematics
8.	Meteorology
9.	Geography
10.	Environmental Sciences
11.	Geophysics
12.	Geology
13.	Hydrobiology
14.	Cartography
15.	Material Science
Arts	
1.	Acting (uninterrupted)
2.	Musical Composition
3.	Choral Conducting
4.	Conducting
5.	Classical Musical Instrumental Performance
6.	Kodály Music Pedagogy
7.	Church Music
8.	Classical Singing
9.	Early Music Instrumental Performance
10.	Music Theoretics
11.	Musicologist
12.	Painting (uninterrupted)
13.	Intermedia- Art (uninterrupted)
14.	Graphic Arts (uninterrupted)
15.	Restoration (uninterrupted)
16.	Sculpture (uninterrupted)
17.	Theatre Directing (uninterrupted)
18.	Theatre Dramaturgy (uninterrupted)
19.	Film Dramaturgy (uninterrupted)
20.	Classical Ballet (uninterrupted)
21.	Folk Dancing
Religious Studies	
1.	Teaching of Religion and Boarding School teaching
2.	Protestant Theology
3.	Teaching of Buddhism
4.	Theology (uninterrupted)

Source: 289/2005 (XII. 22.) Governmental decree on the bachelor and master education in Higher education, and on the order of procedures of launching a course, and 15/2006 (IV. 3.) decree of the ME on the educational and output requirements of the Bachelor- and Master course

7. Continuing Education and Training for Young School Leavers and Adults

Training and further training of young Hungarian school leavers and adults following the compulsory schooling period take place in several educational sectors and types of institution. Its two main forms are mainstream adult training and non-mainstream training.

Those without any schooling background can obtain qualification at the first educational level of non-mainstream training, and at the following levels adults can acquire a higher level vocational or general qualification in evening and correspondence courses.

Non-mainstream training may be general, or may be linguistically or vocationally oriented, and includes, in addition to employment-motivated training courses for unemployed persons (school leavers or adults), further training of those already having a qualification and perhaps a stable job.

Apart from state funded training programmes there is a significant amount of training provided in the profit sector (the training market), and also at workplaces.

Since 2002 trainings of various training sectors have been regulated by framework laws that build on previous legislation.

7.1. Historical Overview

After the Second World War the basic principles of mainstream adult training were developed at state initiatives. Since then these principles have basically remained the same.

The main types of training were formed: the basic, standard, and advanced level of evening and correspondence courses, along with full-time courses. Each type had similar programme content, and equivalent certificates were issued.

The social role of evening and correspondence trainings went through significant changes. In the 60s it served the mass training of specialists/skilled workers, then, during the demographic peak it helped expand the bottle-necks of the training system, and works, up to the present day as the 'second chance' in training for the active population. About one third of the adult population took qualification in this type of training. At present 17% of all students, out of which nearly 40% at advanced level, study

in this form of education (see table 1 under **7.17.**). Enrolment in advanced level adult training increased by 10 per cent between the period of 1990/1991 and 2007/2008 demand for full time training also grew considerably.

In the first part of the 90s an additional form of (adult) training institution was set up to face with the new situation, to tackle the problem of unemployment of several hundred thousand people. The established network of institutions was called the network of regional workforce development and training centers. Now the network has 9 regional training units and offers state funded courses to thousands of unemployed adults and school leavers.

7.2. Ongoing Debates and Future Developments

In the summer of 2004, The Hungarian Government decided on the development of adult education (Government Resolution 1069/2004 on the development guidelines and action programme of adult education). This document assigns extra support for training programmes that are strongly connected to the world of work (especially small and micro enterprises), increasing competitiveness and employment. It also aims to increase cooperation between the actors of adult education and training by establishing a coordination body and by increasing the role of social dialogue. Special forms of support must be introduced for women and socially disadvantaged groups, IT equipment based distance education at home must be encouraged.

In October 2005 the Hungarian Government publicized the national strategy for Life Long Learning, which resulted from the cooperation of the Ministry of Labour and the Ministry of Education. At the same time the Government clarified, in a Governmental Decree 2212/2005 (X.13.), the most important tasks arising from implementation. The national strategy provides a leading principle for actions to the Hungarian Government until 2013.

The document among the most important tasks assigns the following: bringing the tasks arising from the strategy in line with the New Hungary Development Plan 2007-2013, which is concerned with the use of EU financial resources. Furthermore, making an effort to ensure the penetrability of the educational and training programmes as well as improving the cooperation between educational and training institutions in the regions.

The document prescribes the creation of such targeted programmes that initiate the training of people living in disadvantaged situations, encourage the methodological in-service training of teachers, and urge the creation and operation of databases of adult educational and training services. In order to co-ordinate the realization of the tasks emerging from the strategy, in November 2005 an interministerial committee was established. According to plans, the committee will operate long term, as a consultative, evaluating body, also expressing opinion, making suggestions and coordinating. It prepared a report to the government on its first year operation in the summer of 2007.

7.3. Specific Legislative Framework

There are separate pieces of legislation regulating certain parts of adult training. Act LXXVI of 1993 on Vocational training provides uniform regulations concerning the manner in which nationally recognised qualifications may be acquired in both mainstream youth training and adult training. Act LXXIX of 1993 on Public education regulates the way in which secondary mainstream adult training may be arranged.

Act LXXX of 1993 on Higher education regulates tertiary education pursued besides full-time employment.

Act CI of 2001 on adult training went into effect on 1 January 2002. (Since then, several changes have been introduced to it, but none of them have effected the basic elements of the Act.) It did not repeal previous legislation mentioned above; this act only arranged it in a common framework. It regulates non-mainstream adult training along with services associated to the training in framework legislation. Any Hungarian citizen having completed their schooling obligation is subject to the Adult Training Act.

Three joint elements of regulating adult training are compulsory registration of training providers, accreditation of the institution, and having the specific programme accredited.

An institution may only engage in an activity of adult training (training and/or a service supplementing adult training) if they are registered on a national list of adult training providers. Registration is at request, and is conditional on the training provider having the documentation proving formation of the business organisation, on presenting the licenses to give examinations, and if they do language examinations or vocational examinations ([szakmai vizsga](#)), they need to prove having paid for the administrative procedure. The request must be submitted to the geographically competent Employment Centre, and registration remains valid for 4 years. All registered organisations must submit a report on their activities in two years. Organisations that fail to comply with their statutory requirements, or fail to deliver their self-imposed obligations (e.g. a scheduled training course is not launched through a fault of the provider), will be deleted from the register. The register is public, and is accessible through the Internet in Hungarian at <http://www.nive.hu>

Accreditation is separately regulated by the Government Decree no. 22 of 2004 (II.16.) on the rules of accrediting institutions providing adult training and of adult training programmes. Accreditation of institutions of adult training and of adult training programmes is done by an independent professional body, the Adult Training Accreditation Body (ATAB) that has a maximum of 20 members. The Chair Person and the members are appointed by the Minister of Social Affairs and Labour for a mandate of four and three years respectively. The ATAB is comprised of representatives of the Minister, and the churches, economic chambers, employers and the employed, local governments and organizations of adult education, as well as of acknowledged experts of adult training invited to the ATAB.

Till 2007, the state provided per capita adult training support of a sum specified each year in the Budget Act to help adults obtain a publicly recognised vocational qualification, and to help adults with special needs obtain a general, linguistic and vocational qualification, furthermore to help the adults over the age of 50 obtain a second vocational qualification. Since the beginning of 2007, only disabled adults are provided per capita support during their education. The government determines annually the number and the specific group of disabled adults whose training it plans to fund through per capita adult training support. Per capita funding may only be disbursed to an accredited institution of adult training or a training institution concluding an agreement to that end with the Ministry of Employment and Labour (since 2006 Ministry of Social Affairs and Labour) (this support must be requested). The condition to taking the per capita support is that the adult training programme of the institution must be accredited.

The administration of mainstream adult training is the responsibility of the Minister of Education and Culture who determines the requirements of launching, the list of vocational subjects, and ensures that the central programmes of vocational subjects be published. It is organised in a way identical to full time (youth) training and the same qualifications.

The branch level administration of non-mainstream training under the 2001 Act on Adult training is the responsibility of the Minister of Social Affairs and Labour. In some specific issues such as the language examination system or the vocational training system, the Ministry of Education and Culture, and other ministries in matters relating to other trades, regulation is done jointly with other ministries (e.g. in issues of agricultural, or health training). The National Council for Vocational and Adult Training is a body assisting the administrative responsibilities of ministries by preparing technical decisions, expressing relevant opinions, and making proposals. The Council was established with the contraction of two, formerly independent bodies (vocational training and adult training consulting body) according to the Act of 2006 no. CXIV. on the modification of legislation on certain vocational training and adult education. With the permanently invited members the altogether 44 member body includes representatives of ministries responsible for vocational training, representatives of the employers and the employees, also representatives of training providers, and school maintainers, chambers, and training experts, as well as civil organizations. The Chair Person and the members are appointed by the Minister of Social Affairs and Labour (for four and 3 years respectively).

The 2001 Act on Adult training ordered the creation of the National Adult Training Institute (*Nemzeti Felnőttképzési Intézet*). CXIV Act of 2006 on the modification of certain acts on vocational and adult training contracted it with the National Institute of Vocational Education and Training, operating since 1990, thus since the end of 2006 the National Institute for Vocational and Adult Education is responsible for tasks related to adult education. The basic tasks of the institute include the technical, and methodological upgrading of adult training, developing the methods of teachers and other experts in adult training, strengthening the relations between adult training and the other training sectors, organising international cooperation, and operating the secretariat of the Accreditation Body of Adult Training (*Felnőttképzési Akkreditációs Tanács*). Applications for accreditation must be submitted to the National Institute of Vocational and Adult Training by the training- providers.

Supervision of legally compliant operation is the responsibility of the Minister of Social Affairs and Labour assisted by the regional labour centres since the beginning of 2007, when the previous labour centers for counties ceased to exist. If a training institution fails to comply with applicable legislation, a fine may be imposed on it, or it may be obliged to shut down its operations (whereafter it will be deleted from the register of adult training institutions).

The 2001 Adult Training Act requires the training provider to conclude a written contract with the training recipients specifying the qualification to be obtained at the end, and the competences to be acquired, the location of the training, its duration, scheduling, the price for the training and the examination, and manner in which performance will be controlled and assessed.

Compulsory further training of certain groups of employees e.g. public servants, teachers (as public servants (*közalkalmazott*)) and compulsory professional further training for representatives of some special occupations are subject to separate regulations.

If the employer obliges the employee to participate in training, or concludes a study contract with him/her the available duration of absence for studies and the way in which it may be claimed is provided by Act XXII of 1992 on the Labour Code.

The training and support that may be granted to unemployed persons and the rules concerning claiming them are contained in Act IV of 1991 on Promoting employment and providing for the unemployed. The so-called labour market training is a type of support to promote employment whereby unemployed persons or persons employed but under threat of becoming unemployed may be given a better chance of finding steady employment, or keeping their current one. That support is available to registered unemployed persons, and those whose employment relationship is expected to terminate within one year, or whose continued employment would not be possible without training. Similarly supportable is the training of persons on disability pension. Those receiving special support for nursing or raising a child, or nursing a close relation may be supported if the duration of the training does not exceed twenty hours per week. Training of a person recipient to child nursing support may begin when the child has reached one and a half years of age.

In January, 2007, the support available to young career starters ceased to exist as an independent construction of support. School leavers are not entitled to training support based on subjective right. The same conditions apply to them as to any other job seekers regarding support.

All the above legislation has been amended several times to be harmonised.

7.4. General Objectives

Act CI of 2001 on Adult training states the expanding of the amount of training under legislative control available to adults is a priority task, and the support of citizens in answering the challenges of economic, cultural, and technological development, and be more successful in integrating in the world of labour, and see their quality of life improve through training.

Support to the training of job seekers is mostly oriented at improving employability.

Adult training has the important function of handing out social justice through the principle of a 'second chance' to all those who did not manage to obtain the right qualification in the usual phase of life.

7.5. Types of Institution

A significant part of institutions participating in adult training provide both mainstream and non-mainstream training.

Mainstream adult training takes place within the school system, and has three levels, basic, standard, and advanced, there are evening and correspondence courses. Basic and standard level schools are maintained by local and county governments. A significant part of state maintained training institutions run non-mainstream programmes, and courses to generate revenue (and consequently charge a fee for it).

Part of the non-mainstream training (about 7-8%) has been provided in 9 Regional workforce development and training centres since the mid-1990s. They are under the Minister of Labour (Minister of Social Affairs and Labour). These regional workforce development and training centres are budgetary institutions that have to earn their operating expenses by rendering training services, so in addition to the state funded training of unemployed persons, they try to sell training to businesses and private individuals in their regions.

Publicly supported adult training is not only provided in training institutions maintained by the state, but in accredited private training-providing institutions as well. Approximately over one third of trainings are arranged by profit oriented training firms.

7.6. Geographical Accessibility

The basic level programme of mainstream adult training is currently available in approx. 50 institutions in the country.

Professional training and tertiary education is strongly centralised, thus such institutions are only available in major cities.

Regional training centres work in the centre of a region, in 8 major cities (county towns) of the country, and in the capital city.

Certain social groups (e.g. unemployed persons) are eligible for support if they live in a city/community other than where the training institution is located, so they may claim travel allowance for the duration of their training.

7.7. Admission Requirements

The admission to mainstream adult training programmes is decided by the given training institution. The list of state recognised qualifications (National List of Qualifications, OKJ) gives a detailed set of input requirements of training programmes (e.g. required level of preliminary qualifications, or the amount of experience necessary for admission) in each trade. Completed lower secondary education is not a criterion to obtaining basic level vocational qualifications. Some upper secondary qualifications are only available following completed lower secondary studies; others even require a previously

obtained vocational qualification. Some qualifications are conditional upon an [érettségi vizsga](#), and some on completed upper secondary education plus previous professional experience.

In publicly funded training courses run by labour centres for registered unemployed persons and job seekers, participants must satisfy qualification requirements, and eligibility criteria (age, duration of previous employment, etc.).

In tertiary education there is a uniform admission process based on points brought from the [érettségi vizsga](#) at upper secondary school or scored at the entrance examination, and admission/refusal is based on points exceeding/remaining below a set limit.

7.8. Registration and/or Tuition Fees

Concerning tertiary education the government annually determines the number of students who are eligible to state funded places (including evening and correspondence courses). (This rate is about half of the full headcount.) Students admitted above the number pay fees. For studies to obtain the second degree in further training in the same specialisation as the first, and those studying in distance learning pay reimbursement (i.e. NOT tuition), whose level is specified by the given institution. Students studying for the second teaching degree constitute an exception.

The entrance examination procedure is fee-paying.

Nearly one third of participants in non-mainstream training pay the whole amount or one part of the training fee.

7.9. Financial Support for Learners

Students in mainstream adult training –as full time students – are entitled to obtain a low-interest student loan, which is under state control, that they repay following their graduation.

Labour centres arranging training for registered unemployed adults and job seekers repay the costs of the training in part or in full. Those participating in training programmes may claim further reimbursements (e.g. for travel costs).

7.10. Main Areas of Specialisation

There are several programmes available at a medium level in mainstream adult training. General [gimnázium](#) training and the 4-year, partly trade-oriented [szakközépiskola](#) training is for those not

participating before in that type of training, or who dropped out of school. Those who did a short (3-year) *szakmunkásképző* (the latter no longer exists, see [szakiskola](#)), and thus do not hold an [érettségi vizsga](#) may enrol in a shortened course to obtain the [érettségi vizsga](#), a condition to continuing their studies. Those having an [érettségi vizsga](#), but lacking vocational qualification can also have it in a period shorter than the relevant training in a full time course (as they only take the technical/special subjects).

Identical regulations apply to vocational training either mainstream or non-mainstream. The list of available trades, the duration of the courses, the required prior training, age, aptitude tests are published annually in the National List of Qualifications. In vocational training there are 21 trade groups falling into 4 sectors: humanities, technical, economic/services, and agrarian. Nearly half of those currently enrolled in non-mainstream vocationally oriented training study to obtain an economic, commercial, catering, or IT qualification.

In Hungary, the rate of school-aged immigrants is low in international comparison (about 1-2%). However, their number increases slowly. At present, different development programmes are being formalised (for example with sources from the European Union the second phase of the National Development Plan, within the frames of the New Hungary Development Plan organised within the period of 2007-2013, "Immigrant students in the Hungarian public education". The programme aims to encourage schools to help the integration of students and to prepare teachers by applying intercultural pedagogical methods).

7.11. Teaching Methods

There are no compulsory methods in adult training. Teachers/trainers select their methods for themselves much like in public education, in harmony with the nature of the training being provided. There are similar methods in mainstream adult training to full time (youth) training (traditional methods prevail, group-based contact lessons, and written, and oral tests, examinations, etc.)

Act LXXIX of 1993 on Public education requires mainstream adult training to be built on the self-study of students, and education may be arranged not only on a full time basis, but also to fit the timetable of students, thus evening, correspondence courses, or other special arrangements (e.g. distance learning) are also possible.

In non-mainstream adult training there is more skills development, and practical training in small student groups than in public education because it is more knowledge focused. Module-type training arrangements are spreading and cost and time-saving methods are also becoming increasingly popular e.g. assessing and recognising prior knowledge of participants (mentioned in the 2001 Adult Training Act as a right of participants).

The duration of mainstream adult training is identical to full time training (even though adult students do not take subjects such as music and physical education). Non-mainstream vocational programmes are of a rather varying length. Shorter training programmes, skills development courses take a minimum of 30 lessons.

Modern, electronic, network based learning aids are mostly encouraged in tertiary education, and in further training courses of students of higher skills levels.

7.12. Trainers

In non-mainstream training teachers must have a qualification, and experience in the particular trade they teach. Usually the institutions and teachers are the same in mainstream (state financed) and non-mainstream training. They merely teach at part-time courses (correspondence or evening courses) as optional extra work.

In non-mainstream training there are guidelines regarding vocationally oriented training: trainers of a particular profession must hold a qualifications and have practical experience in the given profession.

In Hungarian tertiary education and teacher training special courses to train teachers for adult training are still in a developmental phase. In some courses of some institutions of tertiary education (e.g. cultural events management) students may take optional courses in andragogy (the science of adult training). That is a 4-term supplementary course, constituting specialisation in the basic course.

7.13. Learner Assessment/ Progression

Requirements and rules in mainstream adult training are identical to those in full time (youth) training.

In training adults or school leavers on a non-mainstream basis, the same assessment methods and tools are used as in full time mainstream training.

The evaluation methods applied are varied, and the person responsible for organising the training or the teacher decides on their application, their combination depending on the nature of the training and the participants' level of proficiency (lectures, seminars, written tests, oral and written tests, independent processing of a subject, students' presentations).

7.14. Certification

Mainstream primary, upper secondary, and tertiary adult training provides the same qualification/certificate as what is available in full time training, and even the way in which the certificate may be obtained is identical (e.g. [érettségi vizsga](#)).

Non-mainstream training, if aimed at acquiring a nationally recognised vocational qualification, concludes with a vocational qualifying examination and a vocational certificate, similarly to mainstream

training. The 1993 Act on Vocational training provides uniform regulation concerning the staging of the examination (both for full time, and adult training). The examination takes place in an institution entitled to stage a vocational examination (*szakmai vizsga*), before an examination board.

With non-mainstream training, usually shorter courses, either the certificate of attendance documenting successful completion or a statement of completion (without national recognition) will be issued.

Foreign language training may conclude with a language examination (oral and/or written) of the appropriate level staged in an institution entitled to give examinations, and, if successful, a language proficiency certificate is issued.

7.15. Education/Employment Links

Act LI of 2001 on vocational training contribution and on supporting the development of the training system requires that employers should pay compulsory contribution (essentially a vocational training tax) so as to contribute to the upgrading of the vocational training system. That contribution amounts to 1.5% of the wage bill. Following several amendments the law now enables companies to pay half of that sum by funding the training of their own staff.

The task of labour centres offering and arranging training courses to school leavers and unemployed persons include the use of information on the local labour market, projections of employers, and support training programmes that are in line with the needs of the labour market.

Adult training is defined in the 2001 Adult Training Act as an activity whose integral part are the training supporting services provided by the training institution so as to assist adults and school leavers in achieving their personal endeavours, and selecting the training programme most suitable to their previous qualifications, and realising the knowledge they already have most effectively in the labour market. Such services are assessment of prior knowledge, career counselling and career adjustment consulting, assessment of training needs, and placement counselling, and teaching job search techniques.

7.16. Private Education

Until the late 80s, with some exceptions (e.g. language training), education and vocational training were under exclusive state control. In 1990 the training organisations began to mushroom in response to market needs, resulting in a truly colourful training market of about a thousand providers of vocational and other (e.g. language training, manager training on a distance learning basis) courses.

In addition to institutions indicated in **7.5.**, profit-oriented training providers, and other organisations, e.g. associations, foundations, businesses also take their share from adult training. Some of them apply for public funding to implement special training programmes (e.g. training disadvantaged unemployed persons).

If training providers have themselves registered in the national list of adult training institutions, they may participate in the training of adults and school leavers just as other training providers (see **7.3.**).

7.17. Statistics

7.17.1. Number of participants in adult training and the ratio of females 2007/2008

	"általános iskola" / % of females	"szakiskola" / % of females	"gimnázium" / % of females	"szakközépiskola" / % of females	Higher Education / % of females
all students	811 405 / 48.1	129 066 / 38.2	243 152 / 58.2	291 898 / 47.8	397 704 / 57.5
Full time training	809 160 / 48.1	123 192 / 37.0	200 026 / 58.6	242 016 / 47.4	242 893 / 53.6
adult training	2 245 / 29.8	5 874 / 64.5	43 126 / 56.4	49 882 / 49.9	154 811 / 63.6
ratio of adult training (%)	0.3	4,5	17.7	17.0	38.9

Source: Ministry of Education and Culture Statistics, 2007/008

7.17.2. Number of participants in non-mainstream adult training and the ratio of females in 2008 by the different types of training

	Total	Females in %
Education and training for employment and entrepreneurship	6082	46,1
Trainings providing qualifications preparing for official jobs (transportation, electronic communication and water management sectors)	30933	17,9
Closing up training for disadvantaged persons	579	60,8
IT trainings	25755	56,9
Rehabilitation trainings for persons with reduced ability to work	92	59,8
Specialized vocational trainings for employment or certain positions not ending in a separate qualification	48687	40,4
Foreign language education and training	55734	57,6
Basic vocational education and training prior trainings for vocational qualifications	7541	43,3
Vocational further training	130795	54,7
Trainings ending in qualifications listed in the National Register for VET	103818	42,6
General adult education	43536	60,7
Total	453552	48,6

Source: OSAP database (<http://www.nive.hu>)

Remark: Statistics concerning non-mainstream training (inconsistent with the statistics concerning public education) are valid for a calendar year. The above data are about the completed courses in 2008.

7.17.3. Number of signed up participants by different forms of training, 2008

Form of training	Male		Female		Ratio of females %	Totally	
	Persons	%	Persons	%		Persons	%
Training in groups	211 558	90.8	200 706	90.9	48.7	412 264	90.9
Informal / formal pre-courses	3	0.0	15	0.0	83.3	18	0.0
Not definable	1 291	0.6	954	0.4	42.5	2 245	0.5
Distance training / Correspondant courses / Individual training	20 017	8.6	19 008	8.6	48.7	39 025	8.6
Totally	232 869	100.0	220 683	100.0	48.7	453 552	100.0

Source: OSAP Database, <http://www.osap.nive.hu>

8. Teachers and Education Staff

See main text from 8.1

8.1. Initial Training of Teachers

Training of teachers forms part of the structure of tertiary education, and teacher training is a branch of it. As a separate branch, training of kindergarten teachers and teachers is also available. In institutions of tertiary education as in chapter 6, teaching provided at either university ([egyetemi képzés](#)) or [főiskola](#) level, and in the multi-cycle educational system that provide students with bachelor and master's degrees correspond to the ISCED 5A level. Teacher training suits the various stages of teaching and education work defined in Act LXXIX of 1993 on public education. In single structure education the phase of basic teaching/education is the primary school [általános iskola](#), beginning in grade 1, and lasting until grade 8. That phase splits into two parts: the first from grade 1 until the end of grade 4, and the second beginning in grade 5, lasting until the end of grade 8 (chapter [4.8.](#)). The

phase of basic teaching/education is preceded by kindergarten education to prepare children for school life ([iskolai életmódra felkészítő foglalkozás](#)) (chapter [2.5.](#)).

In kindergarten, education is provided by kindergarten teachers, while from grade 1 until grade 4 a teacher ([tanító](#)) is responsible for education. From grade 5 of single structure education until the end of upper secondary school (chapter [5.4.](#)) a more specialised system of education takes over in which teaching and education requires a teacher's degree. Kindergarten teachers and teachers are trained at [főiskola](#) level institutions.

Teachers for the educational tasks in grades 5-8 of single structure education must have a [főiskola](#) level degree, while teachers for upper secondary school must have a university ([egyetemi képzés](#)) degree. Teachers with a university ([egyetemi képzés](#)) degree may also teach in grades 5-8 of [általános iskola](#).

Arts subjects, physical education, and foreign language training are taught by teachers holding either university ([egyetemi képzés](#)) degrees or [főiskola](#) level degrees. In upper secondary education, art, PE and foreign languages may also be taught by teachers with a [főiskola](#) level degree.

The development of pupils with special educational needs is ensured through a training of special education needs teachers differentiating in accordance with the type of the health damage, and the special requirements of pupils. That training concludes with a [főiskola](#) level degree.

Some special courses in teacher training cannot be grouped in any other part of the system. They train teachers for the pedagogical, psychological, and social tasks of public education: teacher in a hall of residence, social pedagogy teacher, pedagogical psychologist. On the basis of the qualifications acquired as described above four major branches (areas, groups) of teacher training are distinguished:

Training of:

- 1. Kindergarten ([óvoda](#)) teachers,
- 2. Teachers ([tanító](#)) of grade 1-4 (in [általános iskola](#))
- 3. Secondary school teachers ([tanár](#)) divided into training of:
 - 3.1. Teachers of general subjects,
 - 3.2. Teachers of professional (~vocational) subjects
- 4. Special teacher training, divided into training of:
 - 4.1. Special education needs teachers
 - 4.2. Experts of other branches of pedagogy (e.g. social pedagogy teachers)

As a first step of the Bologna process and preparation for the introduction of a multi-cycle system, the form and structure of the first cycle (Bachelor courses) were established in 2004. Besides the new system in the structure of higher education requirements concerning training and outcome of higher education were also created by statute (Governmental Decree 2004/252 on certain rules of introducing the multi-cycle, linear higher education training structure and the conditions of launching the first training cycle, and the amending Governmental Decree 2004/381 on certain rules of the introduction

of the multi-cycle higher education structure). The launch of the new training cycle concerns fields 1, 2 and 4 of teacher training specified above. See more about the introduction of three cycle system in **6.2.** ,

In 2004 and 2005 after the evaluation and assessment carried out by the Hungarian Accreditation Committee (Magyar Felsőoktatási Akkreditációs Bizottság) the training requirements and outcomes of the new education and training programme were accepted and accredited and the higher education institutions obtained permission to introduce and start this new type of education and training. According to regulations and new standards teacher education and training is carried out in the second cycle (Master courses), the first cycle is an introductory phase.

About half of all institutions of tertiary education (33 out of the 68, and 27 of the 31 publicly maintained ones) train teachers (or offer teacher training in addition to other courses).

On the basis of the new legal regulation that determines the training structure of tertiary education (Act CXXXIX of 2005 on Higher Education), the system of bachelor-and master education is regulated by a new governmental decree (2005/289 governmental decree; on the bachelor- and master training of tertiary education and on the procedure of launching courses).

Since 1 September 2006, in the multi-cycle educational system, kindergarten, primary and social pedagogy teacher (belonging to special teacher training) trainings have been offered as bachelor trainings, with the opportunity to move on to master level training. The previous divided high school ([főiskolai képzés](#)) and university ([egyetemi képzés](#)) training becomes integrated, which means that after completing introductory studies, a teacher qualification can be obtained in the second cycle, which prepares trainees to teach grades 5-12 (13) of public education and to acquire the necessary educational and teaching skills of a particular vocational training.

Tertiary institutions have to renew their entitlement to launch study programmes when they change to the multi-cycle education so that they continue to offer teacher training courses.

8.1.1. Historical Overview

The history of teacher training differs greatly in various branches of training. The evolution of the four branches may be summarised as follows:

Teacher training looks back on a past of several hundred years; some areas of teacher training were taught at a university [egyetem](#) a century and a half ago. Today all teachers are trained in tertiary education (ISCED 5A). Kindergarten teacher training was raised to tertiary level one decade ago. Primary teacher training three decades ago, but higher vocational level teacher training at ISCED 5B level also has a past of half a century [főiskola](#) level training of upper secondary school teachers began almost a century ago, and half a century ago it expanded into a fully fledged network (in terms of both content and geography). Specialist teacher training began when a faculty of humanities was created over 140 years ago. Training in corrective pedagogy was launched under the auspices of a [főiskola](#) over a century ago as the first in Europe, training teachers specifically for primary school (single structure), and for upper secondary school. (Kardos-Kelemen-Szőgi: A magyar felsőoktatás évszázadai)

As for the structural and content development of teacher training, theoretical and practical training take place simultaneously in all fields. There is no final so-called teaching practice or on-the-job phase separately; however a 1-2 months long teaching practice (on school grounds) as integrated part of the last phase of the training has always been a dominant element in the education of prospective teachers.

Fields 1, 2 and 4 of teacher training have always been aiming at acquiring theoretical knowledge and practical skills (according to the age group to be taught) that are considered the most necessary for the practice of the profession.

The content and training of the specialization of kindergarten teachers, primary teachers and teachers of special education pupils have focused on the education and personal development of young children. Besides, primary teachers and teachers of special education pupils are prepared to teach all the subjects of the cultural domains, as well. The content and training of the specialization of secondary school teachers have focused on the education and development of pupils over the age of 10 and also prepare teachers to teach particular general or professional subject(s) at an upper level.

Regarding secondary teacher training the knowledge of disciplinary (non pedagogical) fields are dominant. Concerning training of other teachers (fields 1, 2, 4) – due to the great number of cultural domains – the knowledge acquired in particular fields cannot be too deep, it concentrates more on the professional methodology of subjects.

The proportion of education in the particular subjects (disciplinary, non pedagogical fields) in secondary teacher training may differ greatly and show 3:1, 4:1 or 5:1 ratio according to the particular subject, training time, level or structure. However, as the result of the developments of the past decade, the proportion and content of the pedagogy element (including psychology methodology and teaching practice) are nearly identical in all teacher training courses (proportional differences are only due to differences in training time).

According to the 2005 Act on Higher education the development of teacher education is implemented within the multi-cycle system (chapter 6).

Where it was possible to acquire pedagogical qualification in high school education ([főiskolai képzés](#)) - primary school teacher, kindergarten teacher, corrective pedagogy teacher, vocational qualification - bachelor studies can be launched in the framework of multi cycle system from 1 March, 2006.

Teacher training used to have the two parallel systems of high school education ([főiskolai képzés](#)) and university education ([egyetemi képzés](#)). In the new, multi cycle educational system (többciklusú képzés) this system has become unified: the different teacher's qualifications built on more general basic studies of each qualification field can be obtained in the teacher's master course of the second cycle.

Disciplinary, preparatory studies on subjects can be obtained in the first cycle of the new system. These equip candidates with the ability of scientific thinking as well as with the characteristic basics of each professional field.

Public educational and vocational teachers are qualified in the Masters cycle.

The 2005 Act on Higher education ordered the switch to the multi cycle educational system from 1 September, 2006.

8.1.1.1. The history of kindergarten teacher training

Independent institutional training of kindergarten teachers began in the first part of the 19th century. Until 1958 it took place mostly in teacher training institutions or in teacher training [gimnázium](#). From 1959 to 1990 it operated in tertiary (ISCED 5B) institutions of kindergarten or teacher training. Tertiary training meant 2-year courses until 1987, then it was changed to 3 years, concluding with a [főiskola](#) level qualification. Until 1995 kindergarten teachers were also trained simultaneously at upper secondary level [érettségi vizsga](#) in teacher training [szakközépiskola](#). For many years, institutions of kindergarten teacher training offered special correspondence courses for upper secondary school graduates to upgrade their qualifications into one of [főiskola](#) level.

The Bachelor education in the framework of multi cycle educational system has been in place since 1 September, 2006.

8.1.1.2. The history of primary level teacher (tanító) training

Upper secondary schools for teacher training, which started operating as independent institutions from the 18th century, were abolished in 1958. Some continued operation offering students a 3-year training period, after having transformed into tertiary level institutions. In 1974 some institutions transformed into a [főiskola](#) for primary school teacher training (tanító) or into a [főiskola](#) for secondary school teacher training (tanár). Primary school (single structure) teacher training was offered at [főiskola](#) level from 1974. First it consisted of a 3-year course, and then it became a 4-year one in 1995. In the 1990s four, formerly also church operated [főiskola](#) were returned to the respective churches: two to the Catholic, and two to the Reformist church, one became the teacher training faculty of the Reformist university ([egyetem](#)) (chapter [6.17.](#)).

The Bachelor education in the framework of multi cycle educational system has been in place since 1 September, 2006.

8.1.1.3. The history of secondary level teacher training

Secondary school teacher training has two branches. One is for general subjects in grades 5-8 in single structure education and in upper secondary school, the other for non-general subjects in vocational training. Teacher training for arts and physical education is grouped partly with training for general and training for professional (vocational) subjects.

8.1.1.3.1. Teacher training for general subjects

The history of főiskola level teacher training for general subjects

Teacher training universities of sciences trained teachers originally from the 19th century for 8-grade [gimnázium](#). A specific structure of teacher training was created early in the 20th century for specific subjects of “civic” schools (~lower secondary) originating in that period, which may be regarded as the origins of [főiskola](#) level teacher training.

In 1947 to replace the “civic” school (starting with grade 5) and the first four grades of [gimnázium](#) and integrating it with primary education, an 8-grade [általános iskola](#) was created as a new, special Hungarian institution. Accordingly, to train teachers for the second phase of this single structure education (grades 5-8) they created a new type of higher education institution called [főiskola](#) of pedagogy first and teacher training [főiskola](#) later. From the very beginnings, students had to choose two general subjects, i.e. humanities and science, as well as “skill development subjects” (e.g. singing, drawing, PE).

It is primarily the teacher training [főiskola](#) that has trained teachers for the second phase (grades 5-8) of single structure education. Since 2000 content related issues aiming at altering the profile of these institutions and improving the quality of teacher training have been linked to the transformation of the system.

The history of university egyetemi képzés level teacher training for general subjects

Teacher degrees were issued at the Budapest University ([egyetem](#)) of sciences from as early as 1868. Education and training was divided into two phases, after accomplishing successfully the first phase, the teacher training phase was chosen on an optional basis. After WW2 teacher training began at the start of the university studies ([egyetemi képzés](#)), and was allowed only in the courses or pairs of courses specified as teacher training course. As part of the transformation, from 1948 onward training for natural sciences continued at a separate faculty, and simultaneously the training of so-called free arts scholars came to an end, and courses in arts/humanities were only available as teacher training courses. That restriction was eliminated in a 2001 government decree on the qualification requirements of humanities courses, i.e. the teaching qualification is now an option, and so a degree in humanities/arts without a teaching qualification is also possible. At the same time, due to the employment criteria in upper secondary education, the obligation for students to take two courses at a time has been reinstated (with a few exceptions).

Teacher training in natural sciences has evolved in a somewhat different way. After the war, in some fields, both teacher training and non-teacher-training courses were developed..

A university ([egyetem](#)) level qualification issued by universities of science in fields of humanities and natural sciences entitles its holder to teach in the upper section of [általános iskola](#) and in upper secondary schools.

The history of training arts and physical education teachers

University ([egyetemi képzés](#)) level arts and PE teacher training was created at independent arts (formative arts, applied arts, music) and physical education [főiskola](#) established early in the 20th century, which were upgraded to university ([egyetem](#)) status in 1995. At teacher training [főiskola](#) there is training of physical education teachers, music teachers, and drawing teachers as part of training teachers for general subjects. Following the integration of institutions of tertiary education undertaken in 2000, arts teacher training was also launched at universities of science ([egyetem](#)).

Degrees of [főiskola](#) level institutions entitle their holders to teach at primary level institutions of arts education ([alapfokú művészetoktatási intézmény](#)), while those with a degree from a university ([egyetemi képzés](#)) may also teach in arts [szakközépiskola](#) and in tertiary education.

Training of dance teachers (at the [főiskola](#) level ballet, ballroom dance, and folk dance courses) began in 1975 at the Hungarian Dance Academy transformed from the earlier Ballet School. The Hungarian Dance Academy provides [általános iskola](#), and general upper secondary education ([gimnázium](#)) in addition to ballet training.

In 1925 an independent [főiskola](#) for training physical education teachers was created, and in 1995 it was given university ([egyetem](#)) status. Teacher training [főiskola](#) have also been training physical education teachers in parallel courses with other teacher training courses since the late 40s.

8.1.1.3.2. The history of vocational teacher training

Vocational teacher training was born at the same time as teacher training at universities ([egyetem](#)). Training initially took place, in addition to the Pest University of Sciences (arranged jointly with the training of [gimnázium](#) teachers), in the Training Institution of Upper Secondary School Teachers, the latter founded to teach economics, agriculture, and engineering teachers. After 1945 that training of teachers for [szakközépiskola](#) and [szakiskola](#) continued at the universities ([egyetem](#)) of technical sciences, agriculture, and economics, becoming independent at the time. Then, besides universities ([egyetem](#)), some [főiskola](#) also conducted teacher training of vocational subjects. The present structure of training has been the same for 30 years: having obtained an engineering or agricultural engineering degree or at the time of studying for such a degree, one could pursue studies for a teaching degree.

At the beginning of the 80s' higher vocational, then [főiskola](#) level teacher training courses were launched for the purposes of practical training. A prerequisite for participating in a correspondence course was, in addition to an [érettségi vizsga](#), upper secondary level qualification in the particular vocational field and, in certain cases even an additional period of prior work experience. Training of teachers of non-general subjects also operates in health care as well as technical, agricultural, commercial, and catering fields. Training in technical, agricultural and economic fields in the multi-cycle educational system started on 1 September 2006 as bachelor studies.

8.1.1.4. The history of special teacher training

See subparagraphs.

8.1.1.4.1. The history of training special education needs teachers

A special tertiary institution of further training was created in 1900 with the purpose of training corrective pedagogy teachers, and teachers for all types of institutions of corrective pedagogy. Initially it offered specialising courses for those with a teaching qualification, then from 1928 on, after transforming into a [főiskola](#) of training teachers of corrective pedagogy until 1999, as the only institution in the country of its type, it trained teachers for the profession in parallel 4-year courses, differentiated according to the type of disability.

Today there is training of corrective pedagogy teachers offered in several institutions. In 2000, on the basis of the government decree on qualification criteria, the preparation of students for kindergarten education and school education (obligatory for all students until that) became a so-called special teachers' course, and an additional therapeutic course preparing students for individual development of all ages (from babies to adults) was also launched. The Bachelor education in the multi cycle educational system started on 1 September, 2006.

8.1.1.4.2. The history of training of experts of other branches of pedagogy

Pedagogy as an independent course similarly to other courses available at the humanities faculty was developed in the 19th century at universities ([egyetem](#)) of science in the framework of training free arts scholars. The training of psychologists also started at the same time as in other European countries but it was suspended for a decade in the 50s for ideological reasons. Currently, school psychologists and psychology teachers – which is not obligatory to teach at secondary schools and school psychologists are also rarely employed – are both trained at psychology teacher courses. It is now also available as a non-teacher training course, after which within the frame of in-service training the qualification of school psychologist can be obtained. [főiskola](#) level courses for pedagogues in residence halls and pedagogy courses were established following the creation of teacher training [főiskola](#). Both courses may only be chosen accompanied to a teacher training course. The [főiskola](#) level social pedagogue-teacher course was founded in 1990, which today, grouped with the social professions, mostly trains experts for child and youth protection, which is primarily part of the social institution structure (in addition to schools).

Courses for experts of other branches of pedagogy (see Section [8.1.](#)) are continued to be offered in the multi cycle educational system, and they now also include a number of teaching qualifications related to the special educational tasks of public education ([8.7.7.](#))

8.1.2. Ongoing Debates

Teacher training in Hungary cannot be separated from the entire system of tertiary education, which is why the planning of its development takes place in the framework of the reform process of tertiary education. The objective of the tertiary education reform is to contribute to the creation of a knowledge

based society by increasing efficiency. In part, it is realized in the framework of the “academic reform”, which is namely the transformation of the structure of education and training.

In Hungarian tertiary education universities (*egyetem*), and *főiskola*, and university (*egyetem*) level and *főiskola* level courses exist side by side. Cross-over opportunities among them are rare (6.1.), however, earlier it used to be just a one-way possibility. It was ensured that students with *főiskola* level degrees also obtain a university (*egyetem*) level degree. Those admitted to a university course (*egyetem*) could not quit half-way through the course with a *főiskola* level degree.

The Bologna Declaration of tertiary education rectors and later education ministers of European countries was also signed by Hungary. The point was the restructuring of education in a way that it consists of shorter and independent cycles, which may be concluded with a degree, and the individual cycles build on each other (6.2.).

In accordance with the plans of the two-cycle system the structure and level of courses is uniform: teaching degrees are only issued after the completion of an MA (masters) course. The first 3 years are dedicated to the undergraduate course of a specific sector followed by teacher training, which lasts 2 years and results in a MA (masters) degree. The structure of multi-cycle education is defined in a government decree issued in 2004, which, specifying the priorities of quality assurance and developments, extend the four-semester training time for an additional semester in order to integrate a lengthened teaching practice phase.

The Decree defines the Bachelor degrees of first training cycle. Accordingly, kindergarten and lower primary school teacher (*tanító*) and corrective pedagogy teacher training courses are concluded with a Bachelor degree (BSc). It can be continued with a Masters course of teacher training (MSc). Bachelor degree may be obtained at pedagogy, social-pedagogy and vocational teacher courses.

Higher education experts developed the output requirements of Bachelor level courses in 2004; following which the accreditation of courses started on the basis of requests from institutions. Following their admission to a BSc teacher training programme, students are not allowed to decide any more whether to complete introductory courses for the Master level teaching programme. If they decide for a teaching degree, they have to take on subjects relating to teacher training (in addition to their subject-related studies) in the first cycle of training throughout at least two terms and can also make preparations for their second teaching qualification.

In the framework of the multi cycle educational system there are opportunities to continue studies after a Bachelor degree. Master degree can be obtained in the following areas: early childhood pedagogy, family pedagogy, child- and youth studies, measurement and evaluation, educational and teaching researches, curriculum and programme development and multicultural education. The content and structural development of teacher training and the dissemination of competence based teaching-learning programmes are supported by different programmes implemented within the framework of the National Development Plan.

The principal aim of reforms in teacher training is to improve the quality of training partly by better selection of students in the different cycles and partly by content revision linked to structural changes. Content revision is implemented with a view to response to labour market requirements, relation to actual practices and the strategy of competence-based training. It is teacher training that is subject to the most significant changes in the course of the transformation of the Hungarian higher education in line with the Bologna process:

teacher training is integrated in the two-cycle Bologna system,

- Teacher training is delivered as a Masters course and results in a Masters degree,
- Subject-related Bachelor courses serve as high-quality disciplinary introductory courses to teacher training. Having accomplished the Bachelor course (the first cycle of the training), teacher trainees obtain a *degree* and *qualification equivalent* to that obtained by their non-teacher peers and may select from several options of continuing their studies in a Masters course,
- However, the opportunity of taking up *pedagogy-psychology studies (serving both orientation and selection purposes)* and *introductory studies to a second teaching qualification* have to be ensured already in the Bachelor course for students planning to continue their studies in a Masters course for teaching,
- Masters courses for teachers of general subjects in public education institutions are two-major courses, i.e. result in *two teaching qualifications*,
- Qualifications with the entitlement to teach a specific subject now also include teaching qualifications for the special educational tasks of public education,
- The training finishes with a continuous one-term teaching practice undertaken in public education or adult education.

8.1.3. Specific Legislative Framework

Tertiary education is provided in the Act LXXX of 1993 ([6.3.](#)). The same law regulates teacher training. The legislation has no specific provisions as to teacher training. The qualification requirements are determined in governmental decrees (governmental decrees on qualification requirements).

Teacher training courses provide a two sided qualification. On the one hand, sectoral knowledge of education is determined by the qualification criteria of each teaching programme, which include the requirements of eight course-groups-namely humanities, natural sciences, arts, physical education, technical, agricultural, economic, and, from 2003 onward, the health science course-group. On the other hand, there is a common set of requirements on teaching qualification criteria that must be applied in the regulations on teacher training courses of the eight course-groups. The pedagogical, psychological, and methodological, and school practice related requirements of teacher training, otherwise identical at university ([egyetem](#)) and [főiskola](#) level, are given in the regulation Governmental Decree 111/1997 on the requirements related to the teaching qualification.

There is specific legislation to provide courses for kindergarten teachers, primary school teachers([tanító](#)), and corrective pedagogy teachers. The 2003 and 2004 amendments of the Act on Higher Education created the possibility for experiments concerning the multi-cycle training structure. The framework of multi-cycle training in teacher training is defined by the legislation on the Budget of 2005 (Act 2004/CXXXV on the 2005 Budget of the Hungarian Republic). The bachelor courses for the first training cycle, regulations concerning MA (master) courses is defined as described in [8.1.2.](#)

The 2005 Act on Higher Education provides for the multi-cycle structure and within it the qualification level of teacher training along with the training time and the uninterrupted half year long teaching practice (150 credit points).

289/2005 Governmental decree on bachelor and master courses and on the order of launching courses taking into consideration the tasks of the public education institutions also provides for the structure of teacher training and the specific teaching qualifications.

The 15/2006 ministerial decree on the training and outcome requirements of the bachelor and master courses provides for the specific teacher qualification requirements and the outcome requirements of the bachelor courses on which teacher training master courses can be built by taking into consideration the principles of the Dublin descriptors. The same decree includes the training and outcome requirements of those undergraduate faculties where a teacher's qualification- primary school teacher, kindergarten teacher, corrective pedagogy teacher, vocational teacher- can be obtained. This decree also specifies the training and output requirements of teacher training programmes, the results of the training, the competences acquired, the specific knowledge needed for a teaching qualification, mastering the methodology and subject related information as well as the list of Bachelor and Masters courses based on which it is possible to enroll to the courses resulting in a teaching qualification.

The Act on Higher Education requires that the curricula of the training at the various courses should be designed by the individual institutions in observance of the qualification criteria (for further information see 6.1.).

There is no specific body created to manage teacher training with exclusive jurisdiction to provide opinions or make proposals on relevant issues. (However, as regards *further training* of teachers, there is such a body created by the Minister of Education in Act LXXIX of 1993 on Public Education).

A professional body dealing with general issues of teacher training is the teacher training sub-committee of the Hungarian Academy of Sciences, which is the committee on teacher training of the public body of Hungarian scientists. Another professional organisation is the Association of Primary School (single structure) and Kindergarten Teacher Training Schools, and the society of Teacher trainers. These are the organisations of the staff of institutions of tertiary education providing kindergarten teacher training. All three bodies were established one decade ago (in fact, a similar organisation of teacher training institutions was launched nearly a century ago, and was re-launched in the late 80s). Professional bodies can only influence decision makers or the teacher training institutions through recommendations. The bargaining fora of teacher training *főiskola* are the Board of Principals of Teacher Training *főiskola* and of *főiskola* Faculties, and the Board of Principals of Kindergarten Teacher Training *főiskola* and of *főiskola* Faculties. The latter also have a committee for curriculum development.

The Hungarian Accreditation Committee and the Higher Education and Research Council are officially responsible for fulfilling tasks also concerning teacher education and training.

The Ministry of Education and Culture has no specific organisation unit for the administration of teacher training, and similarly there is no institution responsible for research and development in the interest of teacher training. The Minister of Education and Culture as part of planning tasks emerging from the implementation of the Bologna process established a Pedagogical Subcommittee (inviting representatives of higher education, experts of public education and policy developers of the Ministry) which is to prepare a conception for the restructuring of the teacher training system, and to provide recommendations on changing the legal environment.

According to the 2005 Act on Higher Education, the Hungarian Rector's Conference is entitled to represent higher education institutes and to protect their interests. The teacher training committee of

the Hungarian Rector's Conference coordinates the work of elaborating the requirements of the teacher's master course.

8.1.4. Institutions, Level and Models of Training

The year 2000 brought truly dramatic changes in Hungarian tertiary education. The implementation of the new network of state-maintained tertiary education (6.1.) resulted in approximately halving the number of institutions, and transforming small institutions into faculties of larger ones. As regards teacher training, that process of integration affected independent *főiskola* (training institutions for teachers in kindergartens, primary school (single structure), and upper secondary school) the most severely, most of which were merged into a university (*egyetem*) to work as their *főiskola* faculty, while a minority were transformed into a *főiskola* of several faculties, in many cases deleting any reference to teacher training in the name of the new institution. Institutional integration did not change the mere number of institutions providing teacher training, i.e. no courses or actual training locations were discontinued as a result. However, the university (*egyetem*) and *főiskola* level courses of teacher training came mostly under the auspices of a university.

In 33 institutions of tertiary education out of 68 *maintained* or only *recognised* by the state there is some forms of teacher training. 26 state operated institutions out of 31 provide teacher training. Almost 20% of all full time students pursue studies in some teacher training courses (which shows a decrease from 1/3 to 1/5 of the total number of students).

In accordance with the pattern determined in the Act on Higher Education teacher training is a two-tier process: (*egyetem*) level and *főiskola* level.

Most teacher training courses are run by a university, but the same field of studies is available at both university (*egyetem*) and *főiskola* level. (for the relation of the two tiers see 6.1.1.)

Kindergarten teachers, teachers, vocational teachers, and corrective pedagogy teachers are trained at *főiskola* level. From 1 September, 2006, these qualifications can be obtained in the framework of bachelor (undergraduate) and vocational qualifications of the multi cycle training system .

A teachers' qualification stands for two qualifications. On the one hand, it reflects proficiency in one of the fields of study (such as humanities, natural, and technical sciences, economics, arts, or health), and, on the other, it proves aptitude for work as a teacher/educator in that particular field.

Regarding teaching qualifications there are identical requirements in both *főiskola* level and university (*egyetem*) level teacher training.

In the case of teacher training courses the training for teaching profession takes place concurrently with the initial training courses of the specialisation, or is provided as supplementary initial training, in

a separate schedule, while on courses defined as a teacher training course, the teacher training courses may be taught exclusively together with the training in the particular field of specialisation. Concerning general nature science, physical education and (főiskola) level teacher training the concurrent pattern prevails, while at egyetem level regarding humanities, some study programmes on arts, and vocational teacher training, the consecutive models seem to be more widespread.

Important principles of kindergarten teacher and primary teacher training is the child's personality, and preparation for educative and developing activities.. It is characteristic that training addresses the child's full personality with various sets of technical and specific subject-oriented knowledge, and regards preparation for development and educational tasks as its mission.

Training in corrective pedagogy is a special kind of training that is differentiated in accordance with the type of health damage or the special educational needs. A degree can be obtained in seven different specialization pairs. From 2005 a university (egyetem) level course will be launched, the first phase of which is to accomplish the (főiskola) level degree. It is already created in the sense of the multi-cycle system.

In teacher training the theoretical and practical phases are done concurrently. There is no final on-the-job phase, but a 1-2 months long teaching practice on school grounds is an integrated part of the training.

School practice or kindergarten practice take place in either of two locations: at schools specialised in teacher training and kindergarten for trainee teachers, and at regular (óvoda), általános iskola or any upper secondary school középiskola under the supervision of the teachers specifically appointed for the task. From among the tasks of practical training

- grounding type practice at school or kindergarten (lesson visits, practice lessons),
- teaching, and psychology practice to observe children, and to study the process of learning/teaching, and the tasks of teachers.
- seminars to prepare and assess lessons, teaching in front of a group of peers, practice in session managing,
- introductory teaching/education practice supervised by the lead teacher
- take place at schools (gyakorlóiskola) or kindergartens (gyakorlóóvoda) specialised in teacher training education..

Following the individual teaching practice (1-2 weeks) and workshops, the unbroken individual teaching (session management) practice is realised in the last semester of training (it lasts 4 weeks in teacher training, and 6-10 weeks in kindergarten and primary teacher (tanító) training) and is conducted at the above mentioned locations (óvoda), általános iskola, középiskola specialised in teacher training. The latter has the professional advantage that (contrary to the shelter of the practice school (kindergarten) (gyakorlóiskola)), it offers an opportunity of testing and familiarising with a variety of education/teaching programmes and methods.

So the share of teaching practice in schools is continuously increasing as training progresses. The longer unbroken session lasting 4, or 6-10 weeks focuses on the last grade of training, when apart from writing their theses that is the most important task of students. Practical preparation is done integrally with theoretical training in the specialisation area of the particular course, and pedagogy in

general, and with other types of practical subjects conducted from the first day in the training institution (e.g. career socialisation, communication, ability, and personality development).

The network of practice schools, and kindergartens (*gyakorlóiskola*) (see. 106.5.3.) forming part of the teacher training institution structure provide a service of public education, and their maintainer institit is the institutions of tertiary education. The Act LXXIX of 1993 on Public education regulates the special condition, and requirements of mentor teachers appointed to conduct the practice sessions, and determines lesson numbers specifically for them (at a level considerably lower than normal due to the extra duties arising from managing practical sessions).

The lead teachers from other schools usually receive extra pay based on an individual service contract concluded with the training institution, although it is also possible that the institution itself contracts the school, which then remunerates the teachers either by reduced lesson numbers, or in some other way.

Training time in kindergarten teacher training and in vocational training is 6 terms, and in other *főiskola* level courses it is 8 terms. University (*egyetem*) courses take 10 terms. After *főiskola* studies the acquisition of the university (*egyetem*) degree takes 8-10 terms for a new field of study, while with identical or similar fields of study, it will take an extra 6-4 terms.

According to the 2005 Act on Higher Education in the training of kindergarten teachers, primary (ISCED level 1) teachers, corrective pedagogy teachers and vocational educators in the multi-cycle system the teacher training (pedagogy) modules can already be taken up during Bachelor course.

The length of training has not changed.

The earlier structure of teacher training offering both *főiskola* and *egyetem* (university) level programmes of the same field of study has been unified in the new system: the teaching qualifications based on inputs depending on the specific field of training may be obtained by accomplishing the Masters programme (the second cycle) after the first cycle. The teaching qualifications entitle teachers for teaching subjects relevant to their qualifications in years 5–12(13) of public education, all types of vocational education and adult training. Thus the training of teachers of general and vocational subjects is from now on implemented in a unified structure and on the basis of identical requirements.

The prerequisite of enrolling to teacher training Masters programmes is to have accomplished a certain Bachelor programme. This system, compliant with the Bologna system, enables one to enter the labour market on the one hand and also to enrol to a non-teaching Masters programme.

In the multi-cycle system, Bachelor programmes establish subject-based knowledge and also deliver pedagogy-psychology studies (serving both orientation and selection purposes). The nature of teaching qualifications is based on the structure of subjects taught in public education, and the structure of vocations in case of the training of vocational teachers, as well as the special educational tasks of the teaching profession. Primarily it is the structure of subjects delivered in public education and the vocations offered in vocational education/training that define the types of Bachelor programmes after which it is possible to enrol to teacher training Masters programmes. (**8.7.7.**)

The elements constituting teacher training Masters programmes:

- pedagogy and psychology related to teaching qualification (40 credits),
- specific knowledge of the fields of study of qualification (30-50 credits),
- a six-month continuous teaching practice undertaken in public education or an adult education institution (30 credits).

One of the prerequisites of enrolling into a teacher training Masters programme is to have completed pedagogy and psychology courses resulting in at least 10 credits, aiming at the development of career guidance and self-knowledge.

The length of training in teacher training Masters programmes is 5 terms and the number of credits to be obtained is 150 broken down to the following contents:

- 80 credits for the specific knowledge of the fields of study of qualification (40+40 credits, i.e. at least 30 credits for the first qualification (branch of study) and maximum 50 credits for the second)
- 40 credits for the practical and theoretical knowledge of pedagogy and psychology related to teaching qualification,
- 30 credits for a six-month continuous teaching practice undertaken in public education or an adult education institution.

The structure of training of vocational teachers and training resulting in a new teaching qualification of working teachers is somewhat different from the one above.

A typical route of teacher training is to accomplish a Bachelor programme for at least 110 credits and follow it up with a relevant module (branch of study) of a teacher training Masters programme, which is based on the content of the Bachelor programme and leads to obtaining the first qualification. In the first cycle, it is optional to accomplish specialisation in another discipline (for 50 credits), on which another relevant module is based in the Masters programme, leading to a second teaching qualification.

As a second teaching qualification, it is possible to choose:

- Any of the first teaching qualifications for teaching a general subject,
- Qualifications that are only eligible as a second qualification, including
- Qualifications entitling for the teaching of a subject, requiring specific preliminary studies of 50 credits,
- Qualifications entitling for teaching a subject in a foreign language,
- Qualifications entitling for undertaking special educational tasks of public education institutions.

A Masters degree in teaching can only be obtained after obtaining two teaching qualifications. A degree in vocational teacher training can also be obtained after obtaining only one teaching qualification which entitles holders for teaching several subjects within a group of vocations. In the

training of arts teachers it is sufficient to obtain one teaching qualification if the teaching programme was accomplished in addition to or after a non-teaching arts Masters programme.

The Act LXXIX of 1993 on Public education ensures further training for teachers. Based on a [főiskola](#) and university ([egyetem](#)) degree another degree may be obtained in the framework of specialising further training. The point of that training (resulting in special pedagogical exam) is renewing and brushing up on previous knowledge, but new, special qualification is also available for special jobs in public education, without changing the participant's grade, or level of qualification.

8.1.5. Admission Requirements

Teacher training includes no special admission requirement as different from other courses of tertiary education (see [6.6.](#) for more detail). Applicants are ranked according to a score based maximized in 120 points that can be collected from 1 or 2 subjects. Additional points may be gained if the applicant has a language examination certificate, a qualification that is in connection with the chosen specialization, or s/he is an excellent sportsman (woman). Students gaining a position in the national school competition (in the particular subject) are exempt from the entrance examination. Setting the admission criteria is at the discretion of the individual institutions – within the bounds of the government decree on admission procedures – but they have to publish admission criteria, along with admissible numbers, and the times of entrance examinations by course, and by institution, and also if they are willing to recognise entrance examination to other similar institutions. Prior to the entrance examination, ability and aptitude tests are held in several institutions of kindergarten and teacher training and corrective pedagogy teacher training, and in teacher training courses of art (singing/music) and PE such tests are held in each institution, where failure normally precludes admission.

Admission to teacher training courses is for two courses at a time, while in universities, from the 90s it has been the case only in teacher training courses of the natural science branch. In humanities, in the past decade, the number of courses on admission could be one or two, and second courses could be taken on in a later grade, or a course could be discontinued, and only one course taken further. However, with the regulation on qualification requirements in humanities entering effect, the previous obligation of two courses on admission was restored (with the exception of a few courses), while the teaching qualification is still optional.

In the multi-cycle structure qualifications of kindergarten teacher, primary teacher, corrective pedagogy teacher, and vocational educator can be completed within specialized Bachelor courses. Teacher training of teachers (ISCED level 2 and 3) may be obtained consecutively after completing Bachelor course within Master courses.

Pursuant to the Higher Education Act taking effect in 2005, teacher training is delivered as a Masters programme. The subject-based Bachelor training ensures preparation in the relevant disciplines, accomplishing which it is possible to enrol to Masters programmes after the system of Bachelor programmes becomes comprehensive in 2006. In 2007 higher education institutions offered teacher training Masters programmes for professionals who graduated at universities ([egyetemi képzés](#)) or főiskola ([főiskolai képzés](#)).

The admission procedure and the criteria of selecting students are determined by each higher education institution itself. When choosing a Bachelor programme, it is to be considered which programmes are possible to continue in a teacher training Masters programme. (**8.7.7.**) Following the accomplishment of a Bachelor programme, students enrol into teacher training Masters programmes. The prerequisite of enrolling to a teacher training Masters programme is to have obtained 10 credits in pedagogy-psychology studies in the Bachelor programme or after that.

In order to enrol for their first qualification in a teacher training Masters programme, students are to accomplish the equivalent Bachelor programme first. Having accomplished a 50-credit module in a Bachelor programme for the second teaching qualification, it is possible to enrol to the second subject-related module, which either requires preparatory studies of 50 credits accomplished in the Bachelor programme or (in case of special pedagogy modules) it does not. In case of certain language teacher qualifications selected as a second qualification, an advanced “type C” or equivalent language exam is a prerequisite for enrolment.

If a student opts for a teaching qualification, for which it is a prerequisite to have accomplished 50-credit subject-specific studies but has not accomplished such either in a Bachelor programme or at a *főiskola*, such studies have to be accomplished before applying for admission. They usually last at least two terms. These preliminary studies are offered by higher education institutions as partial training (*részismeret*). However, they are not included in the Higher Education Admission Information Bulletin.

The aptitude test required for the second qualification selected by students is organised by the higher education institutions themselves. It tests either knowledge acquired in the 50-credit module or (in case of special pedagogy modules not requiring preliminary studies) motivation. The aptitude test provides the evaluation “pass” or “fail”. In case of enrolling to a teaching qualification where a second qualification is obligatory, applicants are not eligible to enrol if failing the aptitude test of the second qualification..

8.1.6. Curriculum, Special Skills, Specialisation

For the list of courses in teacher training, and the qualification requirements in a tabulated format see statistical tables under **8.7.1.** and **8.7.2.**

We give details on the courses or the main types of courses under teacher training course-groups in **8.1.1.**, and **8.1.3.** under the description of the legislative framework.

The qualification to be obtained and the subject-specific knowledge requirements to be met at university courses (*egyetemi képzés*) and (*főiskolai képzés*) are specified by qualification requirements by areas of training. (see also **6.10.**) In teacher training courses the knowledge required to teach a special subject is regulated in a separate decree on the requirements of the teaching qualification.

In compliance with these limitations, institutions determine the specific form, content, and methodology of the training they are prepared to provide, together with the course combinations if courses are only available in pairs.

Primary school (single structure), and kindergarten teacher training is usually run as a single course, but institutions enable students to take on these two in combination or in combination with a course of teacher training for general subjects. Corrective pedagogy courses are available in combination with other corrective pedagogy courses, and with courses that are part of courses training other teachers, especially primary school teachers.

Teacher training courses are, with a few exceptions, available in pairs with another teacher training course or with one in which the teaching qualification is not an option.

In vocational teacher training the criterion to obtaining the teaching qualification is the acquisition of the specific knowledge of the profession selected, and so the teaching qualification must be obtained concurrently or consecutively to the vocational training.

In every teacher training course it is compulsory to do, in addition to theoretical subjects, also specific methodology, and school practice, whose duration/relative lengths and credit value are determined in the qualification requirements of the particular course.

In teacher training theoretical, and practical training run parallel from the first year on.

According to the multi-cycle structure introduced by the 2005 Act on Higher education Bachelor courses are started by the new training system in 2006/07. There are specialized BA courses of kindergarten teachers, corrective pedagogy teachers, primary teachers and vocational teachers. Teachers of general secondary education will be trained in Master courses (after obtaining specialized Bas) with a half year uninterrupted teaching practice included at the end of their studies.

Based on the education and output requirements (**2006/15. ministerial decree; on the education and output requirements of Bachelor and Master training courses**) (see 6.10.) the curriculum is specified by tertiary institution.

8.1.6.1. Kindergarten teachers

Kindergarten teacher training institutions train teachers to hold sessions to children preparing them for so-called school-going life style in a period of kindergarten education prior to ([iskolai életmódra felkészítő foglalkozás](#)) (2.5.), and to involve children aged 3-7 in a structured process of development and education.

The content of the training is based on pedagogy, and psychology, both meant to serve the differentiated development and socialisation of the child's personality through a host of – mainly playful – activities. Theoretical, methodological, and practical training of teachers is done concurrently. Complex personality development takes place through nursing and physical education, upgrading the command of the mother tongue and communication in general, art education, mathematical education, and learning about nature. Training time is 3 years, 180 credit points, and 2500 lessons. The ratio of general subjects, and pedagogy, psychology is 32-35%, and studies preparing for kindergarten

education (*óvoda*) have a share of 45-48%. Practice constitutes 30% of total training time. National minorities' kindergarten teacher training is likewise available. Here total training time is 2780 lessons.

Within the multi-cycle structure the training of kindergarten teachers is provided in specialized bachelor courses. The training lasts 6 semesters and it is 180 credits. Specialization of a national minority teaching can be taken up separately.

8.1.6.2. Teacher training for primary school (grades 1-6)

University level (*egyetem*) and *főiskola* level training

(concerning students who started their studies before 1 September 2006)

Primary school teacher training courses train teachers to teach grades 1-6 by teaching all general teaching material of grades 1-4, i.e. ability and skills in teaching the mother tongue, sociology, natural sciences, mathematics, musical, visual and physical education, plus teaching the material for grades 5-6 in a field of learning/education compulsorily chosen.

Training time is 4 years, 240 credit points, and 3200 lessons. The ratio of general knowledge of pedagogy, psychology, sociology, foreign language, IT, and subjects required to prepare for teaching in grades 1-4 (Hungarian language and literature, mathematics, knowing nature, music/singing, visual education, IT, technology, family, household, and economic knowledge, physical education, and related subject pedagogy) is 83-85% (in favour of the latter). The ratio of the area of learning chosen preparing for tasks in grades 5-6 equals 15-17%. 15-20% of total teaching time is practical training. The unbroken period of school practice *általános iskola* is 8-10 weeks.

Ethnic minorities' primary school (single structure) teacher training is also available. There is also a special course of 3332 lessons oriented at training carer-educators for physically disabled persons provided in a privately owned institution.

Multi-cycle training

(concerning students who started their studies after 1 September 2006)

Teacher training for primary school is conducted within bachelor course in the multi-cycle structure providing students with a BA qualification. Training lasts 8 semesters and 240 credit points. Specialization of national minority teaching can be taken up separately.

Conductor teacher training (teachers helping students with physical disorders) can be completed within Bachelor courses. Within this type of training students may specialise for kindergarten or primary level teaching.

8.1.6.3. Teacher training

In non-vocational teacher training a teaching qualification is usually available after accomplishing training in two fields of study. In vocational teacher training the teaching qualification for the given professional area may be obtained concurrently with or subsequently to the training of the professional subjects.

University level ([egyetem](#)) and [főiskola](#) level training

(concerning students who started their studies before 1 September 2006)

Professional training and the teacher training course together at [főiskola](#) level combination take 8 terms, are worth 240 credit points, and at university ([egyetem](#)) level combination they take 10 terms, and are worth 330 credit points.

In each teacher training course the common pedagogy/psychology component is a minimum of 600 lessons to which the government decree -specifying qualification requirements in credit equivalents applicable as from 2002 - associates two credit values depending on the structure on course. In so-called teacher training courses (where the professional component and the teacher training component must take place concurrently, and both are necessary to obtain the degree) at least 40 credit points, and in combination with another course or in training for another teaching qualification, another 10 credit points.

In the consecutive model and in vocational teacher training the qualification requirements break into three major education units from a content point of view:

- general theoretical and practical psychological and pedagogical training (e.g. personality and ability development) in 330 lessons, valued by the amending decree at a minimum of 23 credit points at the courses of either structure;
- theoretical and practical training in specific methodology, for at least 120 lessons in teacher training courses, and for at least 150 lessons in courses concluding with a double degree, in general-subject teacher training 7, and vocational teacher training at least 10 credit points;
- school practice of teaching and education for at least 150 lessons, in general-subject teacher training 10, and in vocational teacher training 12 credit points.

To obtain another teaching degree in a new subject, only the requirements of specific methodology and from school practice only parts of the teaching practice associated to the particular course must be completed.

The course leading to a teaching qualification is divided into three study units which include psychology, pedagogy, IT, labour law, and child law knowledge, and the differentiated tasks of extracurricular personality development, the requisite methods, and procedures, and basic knowledge for counselling on family issues, career, social issues, child raising, and child and youth protection at school.

Part of the preparation for the educator's activities is getting to know the pupils, and offering them customised development, preparation for elaborating the school's pedagogical programme, mental hygiene at school, healthy lifestyle, education for environmental awareness, recognition of children difficult to handle and problems of corrective pedagogy, talents management, bringing up children to average level, media pedagogy, elaboration and application of teaching aids, use of classroom

technology. In the area of ability development handling relationships, developing communication, handling conflicts, group dynamics, developing educators' attitudes, preparation for decision making in teaching, for management, and organising.

Multi-cycle training

(concerning students who started their studies after 1 September 2006)

In the multi-cycle training system the structure of teacher training is determined by the 289/2005 Governmental decree on the order of launching bachelor and master courses.

The three major elements of teacher education (ISCED 2 and 3 levels) are (1) the pedagogical and psychological training, (2) the acquiring adequate knowledge according to the chosen field, (3) half a year uninterrupted teaching practice in a public education or adult education institution.

The pedagogically characterized master course training preparing students for the subject based teaching of public education requires to accomplish two subject specializations in order to be able to complete the master course. A prerequisite of entering teacher training master course is participation in career guidance and orientation, and the completion of pedagogical and psychological subjects that help improve self knowledge within Bachelor training or afterwards.

8.1.6.3.1. Branches of study and specialisation according to fields of study of Bachelor programmes

Section 8.7.7. specifies teaching qualifications and the Bachelor programmes that may be followed up with teaching qualifications.

Agriculture

In this field of study vocational teachers are trained. Certain Bachelor programmes may be followed up with the relevant agricultural engineer-teacher Masters programme. The agricultural vocational teacher Bachelor programme also has a relating teacher training Masters Programme (see. 8.1.1.3.2.). Veterinary training is at present delivered as single-structure training thus it is not eligible for a teaching qualification. After the accomplishment of three Bachelor programmes (forest engineering, environmental management, nature conservation) it is possible to obtain environmental studies teacher qualification.

Arts and humanities

The arts and humanities Bachelor programmes are different from the other fields of study in that in case of certain programmes the teaching qualification refers to a field of study identical to the optional programme (field of study), that is, after accomplishing certain programmes it is possible to choose a Masters programme, while after accomplishing some it is not.

It is also a special requirement that if one enrolls into a language teacher training programme as a second qualification, he is to have passed an advanced (C1) oral and written state language exam (or an equivalent language exam abroad which is acknowledged in Hungary) in addition to having accomplished the 50-credit preliminary studies (which are not necessary for Latin, Ancient Greek, Japanese and Chinese language teacher qualifications).

The Romology teacher qualification is also unique in that it is possible to choose either Romani language and culture or Boyash language and culture. As opposed to other language teacher training programmes, it is possible to enrol having passed an intermediate language exam. It is also a peculiarity that it is possible to enrol to the teacher training programme after accomplishing several Bachelor programmes other than the Romology Bachelor programme.

Computer science

The training of IT teachers prepares students, in addition to teaching IT as a general subject, for teaching the relevant vocational subjects of vocational education/training. The System Engineering vocational teacher qualification focuses on the vocational field of IT for engineers. The IT teacher programme may also be selected after accomplishing library informatics Bachelor programme.

Economic Studies

In this field all Bachelor programmes, except for the public service Bachelor programme, may be followed up with a teacher training Masters programme. In fact the denomination “teacher of economics” covers five different types of teaching qualifications (teacher of theoretical economics, entrepreneurship education, commerce and marketing, tourism and catering, finance and accounting). After accomplishing the teaching of business programme, two kinds of teacher of economics Masters programme may be selected (see. **8.1.1.3.2.**), as well as the teacher of administration Masters programme.

The teacher of Household Economics qualification may be opted for as a second teaching qualification in addition to or after the first one without the requirement for 50-credit preliminary studies.

Technology

In this field vocational teachers are trained. Each Bachelor programme may be followed up with the relevant engineer-teacher training Masters programme. Technical instructor trainees (See **8.1.1.3.2.**) can select an engineer-teacher training Masters programme according to the specialisation they have undertaken in their Bachelor programme. Following the accomplishment of some Bachelor programmes it is possible to choose the teacher of Environment, Physics, Chemistry and Biology qualifications without 50-credit preliminary studies in addition to the relevant engineer-teacher Masters programme. They may also be selected as a first qualification but in that case a second general subject teacher qualification also has to be chosen. Some general subject teacher qualifications may

only be chosen as a second qualification, including teaching descriptive geometry, technical drawing and technology.

Arts and art mediation

In this field only general subject teacher training programmes belonging to the field of art (teacher of singing and music, teacher of motion picture culture and media studies, teacher of visual culture and environmental design) may be chosen.

Some Bachelor programmes belonging to Fine Arts only enable students to choose descriptive geometry and technical drawing teacher qualifications, which can only be selected as a second qualification.

Teacher training

In this field Special Needs Education is the only Bachelor programme which entitles students to participate in a Masters course for teaching the subjects of Special education in vocational education. Thus Special Education teacher qualification is a vocational teacher qualification but (due to special requirements and in order to provide better teacher supply for disabled pupils participating in integrated secondary education) teacher trainees are also eligible to accomplishing another, general subject teaching Masters programme.

After accomplishing a kindergarten teacher or primary school teacher (grades 1-4) Bachelor programme some qualifications (that can only be opted for as second ones) may be chosen, some of the credits obtained so far being acknowledged and included in the new studies, without the requirement of preliminary studies. These include Speech and Language Therapy teacher, teacher of technology (after accomplishing the cultural domain Technology), teacher of lifestyle and practicalities and teacher of Technology and Household Economics (after accomplishing the cultural domains Technology or Household Economics), and for special needs teachers it is the qualification of recreation teacher for the disabled.

Sports Science

In this field it is possible to participate in teacher training Masters programmes (PE teacher, adapted PE teacher, teacher of health improvement) after accomplishing one of three Bachelor programmes (Sports Coaching, Recreation Management and Health Improvement, Human Kinesiology). After accomplishing Sports Coaching or Recreation Management and Health Improvement, it is possible to opt for the recreation of the disabled (a second teaching qualification) without undertaking 50-credit preliminary studies.

Social Sciences

In this field only certain Bachelor programmes (Social Pedagogy, Computer Librarian, Communication and Media Studies, Cultural Anthropology, Sociology and Social Studies) entitle students to participate in teacher training Masters programmes. A peculiarity of the field is that certain Bachelor programmes are specifically for preparing students for the teacher of Anthropology and Social Studies Masters programme. It is possible to participate in a teacher of Communication Masters programme after accomplishing a Bachelor programme in Communication or Sociology. Without undertaking 50-credit preliminary studies, it is possible to choose Speech and Language Therapy after the Bachelor programme Communication and Media Science, teaching Hungarian as a foreign language as well as teaching Ethnography and Ethnology after Cultural Anthropology, .

Natural Sciences

Eligible teacher training Masters programmes are based on the specific studies of the relevant Bachelor programmes. Without undertaking 50-credit preliminary studies it is possible to choose teaching Technology after accomplishing the Bachelor programmes Physics or Environmental Studies, teaching Descriptive Geometry or Technical Drawing after accomplishing Mathematics and teaching Environmental Studies after accomplishing Geography or Geology.

Religious Studies

Teaching of Religion and Boarding School Teaching is a religious qualification. It may be obtained as a first or second qualification in addition to or after any teaching qualification.

8.1.6.4. Training special teachers

Training of teachers of corrective pedagogy prepares for developing students of special educational needs in accordance with the type of injury/damage and the special needs. The classification in accordance with the nature of the injury/damage recognises educational, teaching, developing, preventive, helping, rehabilitation, and therapeutic methods applied in either collective or individual situations. There are two special branches, the therapeutic branch preparing for development by the teacher, and individual development.

Special qualification in the teaching branch in single structure education usually prepares for teaching in grades 1-6 of public education, and with pupils with learning difficulties, teaching in all grades, for the tasks of development, and elaborating the conditions, and methods of integrative education.

The therapeutic branch prepares for the individual development, and rehabilitation of children and pupils, and social, and medical institutions.

főiskola level corrective pedagogy qualification may be obtained in the following courses: pedagogy of mentally hindered, pedagogy of persons hard of hearing, pedagogy of those partially sighted, speech therapy, psycho pedagogy, somato-pedagogy, and the pedagogy of those hindered in learning.

Training time on two branches of one course is 8 terms, 240 credit points, 2900 lessons. Corrective pedagogy courses may be launched in a set of combinations with each other, and with other courses for primary school (single structure), kindergarten, and upper secondary school teachers.

In training the general phase takes a minimum of 150 lessons, worth 15 credit points, and the corrective pedagogy general grounding phase is at least 900 lessons, 90 credit points, and the professional knowledge is a minimum of 300 lessons, 30 credit points, and the ratio of teacher or therapeutic branches is a minimum of 750 lessons, worth 75 credit points. Practical knowledge is 30% of the training. Students admitted choose after completing the general part in corrective pedagogy between available branches.

In the multi-cycle structure the corrective pedagogy teacher training is carried out in Bachelor courses. The training lasts 7 semesters and 240 credit points, which includes a semester of teaching practice worth 30 credit points.

See Section **8.1.6.3.1.** for specialisation in Masters programmes.

8.1.7. Evaluation, Certificates

See subparagraphs.

8.1.7.1. Issuing the degree

Act LXXX of 1993 on Higher Education and the qualification requirements regulate the conditions under which the degree may be issued. It requires passing a final examination before an examination committee of at least three members. A criterion to qualifying for the examination is successful completion of all curricular requirements of the institution, and a thesis accepted and assessed in writing, to be defended at the final examination. The final examination consists of an oral part, and in some (e.g. arts courses) of a practical part (e.g. an examination concert). The form of assessing the outcome is also specified by the requirements of the qualification and the vocational practice. In teacher training courses the teacher's qualifying examination in the framework of the final examination of the speciality component is also part of the final examination. If the teaching qualification is obtained separately from the speciality subjects (**8.1.4.**), then the teacher's supplementary examination must be completed separately. In order to obtain a final certificate (abszolutórium) in the multi-cycle system, a one-term continuous teaching practice is to be accomplished. The thesis and the final examination have to include a summary and a portfolio of the experience gained during the teaching practice, defending them and the analysis of either the experience gained or the pedagogy of teaching a part of the subject. The degree is a public document to be validated through the signatures of the chairperson of the final examination committee, and the head of the institution. (see also **6.15.**)

8.1.7.2. Training and employment links

Promoting employment is not part of the duties of institutions of tertiary education. In some institutions the students' self-government or the students counselling network voluntarily search for vacancies, and facilitating placement.

Practice schools (*gyakorlóiskola*) operated by institutions of teacher training, and corresponding to the following areas of employment, and the organisation of one-month unbroken outside practice periods offers some opportunity to improve the relationship between institutions of tertiary education and candidate teachers, and training institutions, and students may become better acquainted with job openings, and in some cases even placement may result. Teachers' further training courses conducted in the relevant institutions also contribute to the strengthening of the links with the world of labour.

The 1993 Act on Public Education renders opportunity for the graduating teacher trainees to work as interns in institutions of public education.

8.1.8. Alternative Training Pathways

In Hungarian tertiary education, and so similarly in teacher training it is not an alternative pathway if training is conducted in a full time, evening, correspondence, or distance learning framework, including whether it aims at obtaining the first or further degrees (and more specifically, if it takes place as supplementary training or in combination courses.) because the various pathways and forms conclude with a degree of exactly the same value.

Waldorf-training, built on the Witten Cooperation, operated by foundations, may be regarded an alternative form of teacher training. Alternative schools prepare their teacher training programmes in accordance with the framework curriculum (*kerettanterv*) issued to them.

The alternative schools, the framework curriculum (*kerettanterv*) is the document where special teaching materials (different from the average), requirements, preparation for state examinations, internal layout/design, equipment and accessories, quality policy, methods, and instruments, working management models, organisation of training, and acceptable qualifications of teachers may be determined.

The institution may depart from the letter of the law, and from the implementation instructions of applicable legislation with the restriction that no central subsidy may be claimed to fund the extra costs incurred by alternative schools during their normal operation.

8.2. Conditions of Service of Teachers

In defining the service conditions of teachers, the national and the local levels are the benchmark. At the national level Parliament creates legislation on the basic framework, and regulation of the public servant (*közalkalmazott*) legal relationship of persons employed in state maintained educational institutions and those employed in non-state maintained institutions. Special professional regulation associated to the individual levels of education is also based on legislation (e.g. the Act on Public Education, on Higher Education), which is also in the jurisdiction of Parliament.

The legislation provided by government is also of national scope whereby it determines the special standards, and requirements of persons working at various levels of the education system (e.g. government decree on persons working in institutions of public education).

In the case of tertiary education the national level also includes, in addition to regulatory functions, specific issues of appointment, and the exercise of employer's rights. The rectors of universities (*egyetem*), university (*egyetem*) professors are appointed by the President of the Republic, while the appointment of rectors of *főiskola*, and *főiskola* professors is the competency of the Prime Minister, and employer's rights are exercised by the Minister of Education and Culture.

Working out the arrangements at a national level takes place with the participation of trade unions and other representative organisations through holding interest reconciliation sessions, and giving their views on professional issues.

The local level in the case of single structure and upper secondary education means that the maintaining organisation manages the school. That includes tendering for the managerial position of the institution, the selection process itself, appointment, and exercise of employer's rights. If the maintainer is a local government, then that competency is in the hands of the body of representatives, while with non-state institutions it is e.g. the competency of the management of the church, the foundation, etc. operating the school.

At the local level one could mention an extra level, namely that of institutional management because selecting members of the teaching staff, designing their working schedules, deciding on bonuses, assessing work is the responsibility of the school principal as the person exercising employer's rights.

In tertiary education the local level equals management at institutional level, in which the activity of the institutional board has a decisive role to play. And that means a large set of powers through the fact of institution autonomy.

8.2.1. Historical Overview

See subparagraphs.

8.2.1.1. Kindergarten provision, single structure and upper secondary education

The core requirements concerning teachers' job descriptions were laid down in legislation, which, in turn was supplemented by implementation regulations issued by the competent ministers. Conditions of employment and the various rules of performing work were regulated in general terms by a decree of legislative force (1951) along with some Acts of Parliament (1961, 1985) on [általános iskola](#), and [gimnázium](#). The same had been previously regulated by a ministerial decree.

Rules concerning the way in which the employment relationship and the wages of teachers employed in single structure and upper secondary education institutions should be determined were summarised in a ministerial decree that did not change in essence even with the passing of the Labour Code, a piece of legislation with general application. However, the local settlement of general labour related issues called for internal provisions. That need was met later as local collective agreements were recognised for such purposes.

In 1990 when decentralised local governance came about, applicable legislation was either reviewed or repealed. From 1992 onward, the staffs of central and local government organisations have been under the effect of the uniform Act on Public servants (*Act XXXIII of 1992 on the Legal status of public servants*). That is supplemented by a decree in 1992 (*government decree 138/1992. (X. 8.)*) providing further details of branch-level implementation in effect ever since. In non-state maintained institutions general regulations of labour law apply (*Act XXII of 1992 on the Labour Code*), however, if the maintaining organisation receives state funding, then most of the special regulations that are usually observed in schools must be observed even in these schools.

The creation of a permanent job (open-ended contract) was the right of the county authorities, and later the city authorities. Since 1971 with the decentralisation process of public administration, the director of the educational institution has been also the person exercising employer's rights.

Teaching jobs have to be applied for, a process whose exact conditions are provided by legislation. A regulation published in 1969 allows the publication of calls for applications for teaching jobs once a year in the March issue of the official journal of the ministry broken down to county, and grouped by type. That regulation was meant to avoid flaws in the management of workforce during the school year.

Institutions of single structure education institutions were allowed to post job advertisements of a number specified by the Minister of Education in tertiary education institutions of teacher training addressed to graduate students to facilitate the planning of their later employment.

In 1976 it was allowed to publish a second round of calls for applications to unemployed school leavers to fill jobs still vacant.

The restrictions on the application system were gradually lifted to disappear indefinitely before too long. Currently the principle of keeping the school year free of staffing problems no longer protects career moves of teachers'. The employer must advertise open teaching positions no more than 30 days of their becoming vacant any time including any day of the school year.

Teachers were employed on open-ended contracts already back in 1966 if their workload amounted to at least 50% of the statutory weekly lesson number. Those teaching less than 50% of the statutory minimum lesson number could work on a contract of a specified period. The Act on the Legal status of public servants ([közalkalmazott](#)) provides the general requirements of open ended contracts to be concluded with teachers taking vacant teaching positions. The provisions of the Act on Public education similarly protect the security of teaching jobs, and allow teaching contracts for the 10 months of teaching only in exceptional cases.

Contracts are for a specified period if they are about substituting teachers absent for a longer period.

Open-ended contracts of employment could be terminated on the basis of the general provisions of the Labour Code. Much more protection comes from the Act on the legal status of public servants of 1992 by allowing dismissal only under a specific list of legal titles. Termination of the employment relationship of teachers teaching in an institution maintained neither by the central nor by a local government is regulated by the general provisions of the Labour Code even today.

Employment criteria for a teaching job always included a clear criminal record and appropriate qualifications. The latter is comprehensively regulated by the Act on Public Education. Previously as demand for teachers was running high, county level education authorities could permit persons without a teaching degree to teach in non-specialised single structure education under specified conditions and for a specified period.

Working time of teachers has always been composed of two parts. Since 1966 the full working week of teachers (48, then 40 lessons per week) has consisted of lesson time, and time required attending to a range of other duties related to running the school.

Legislation likewise specifies other tasks in conjunction with school management, listed item by item in the presently applicable uniform legislation on public education. It is also established that teachers are only required to stay on in the school building beyond their lesson time if their duties so require. The number of compulsory weekly workload has not changed much. In 1966 the statutory weekly lesson number of a [középiskola](#) teacher was 20, and that of an [általános iskola](#) teacher 22 (those teaching art subjects and PE had 24 lessons). Statutory teaching time came down uniformly to 20 lessons per week also in [általános iskola](#), and in 1994 the teaching time of specialist teachers was further reduced to 18 lessons. In 1996 it grew to 20. Simultaneously to raising lesson numbers teachers were given financial compensation, which had to be paid extra, on top of their statutory wage categories until the comprehensive wage settlement scheme (i.e. 50% increase) in 2002.

Regulations issued at certain intervals in the Act on Public Education resulted in teaching time of 25 lessons per week to shrink to 21 in single structure education, and in kindergartens 39 lessons to 32.

From 2007, the teaching time per week increased to 22 for elementary teachers.

Teachers' salaries always consisted of at least three parts: wages in accordance with the wage matrix, plus supplements paid in recognition of extra tasks or conditions at the workplace. Wages in

accordance with the matrix has been a function of the teacher's qualification, and the number of years spent in the public service.

However, wages have always depended on qualification and the number of years spent in employment. The relevant decree in 1966 listed 10 brackets of time spent in employment (e.g. 1-2 years, 3-5 years, etc.). The decree of 1971 had only 3 such groups, and specified no fixed amounts, only a lower and upper wage limit, and prescribed wage increases to be granted every three years. The 1977 decree raised the number of brackets of time spent in employment to five, which came as a wage increase to most teachers. The 1984 decree introduced the function of *lead teacher* that also implied higher wages. Only particularly experienced teachers could be appointed to that function. An amendment in 1987 introduced the institution of wage increase for a specified period paid for extra tasks (e.g. to remunerate teachers taking over part or all of the functions of a missing colleague leaving behind a vacant job). The Act of 1992 on the Legal status of Public Servants ([közalkalmazott](#)) uses the 14 salary grades applicable today.

Supplements have not changed substantially, only some have been dropped for becoming out of date (e.g. supplement for teaching large forms, long-distance travel supplement), while some others have been newly created (e.g. supplements of leaders of staff members teaching the same subject, form masters' supplement). The current system distinguishes between statutory and optionally granted supplements.

Lessons held on top of compulsory teaching time must be paid extra. Initially there was legislation on payment for teaching overtime, and then it was made the obligation of the employer to compute such supplements, an arrangement that still applies.

In addition to the automatic salary increase paid after each period of some years in service, the employer may reward the good work of a teacher by promoting him/her out of turn, until the classification of *lead teacher* (see above) was introduced in 1984 to recognise work of extra quality. Another, somewhat more rarely applied method of promotion was appointment to some leading position. Appointment as inspector meant professional reward, replaced by/transformed into *technical adviser* with the cessation of the educational inspection service. After 1992 it was possible for some years to enter a higher salary class purely on the basis of steadily performing extra quality teaching.

The professional support to teachers was traditionally the task of the teaching staff, helped by several central measures. Novices were entitled to teaching time allowance to enable them to visit the lessons of experienced teachers. Both general and pedagogical support was made available in 1986 with the creation of the technical advisory network. That option is available even today in the framework of teachers' technical services launched in 1994.

Further support was required mostly in countryside schools hit by a massive shortage of professional staff.

In 1960 a one-off re-location subsidy was introduced, a larger sum topped up by a rather favourable housing loan provided to teachers deciding to settle in the countryside. Those special arrangements

were, however, terminated with general housing support becoming more widely accessible. Local governments maintaining the schools still grant some kinds of support, generally in the form of contribution to meals and clothing.

The old age pension of teachers always followed the general regulations. Earlier, women's pension age was 55 years, men's 60, and in 1997 the age limit was raised to 62 on a uniform basis.

In 1969 the establishment of county further training institutions began gradually in an attempt to provide training services and coordinate training on a regional basis. Teacher training institutions, scientific institutes, and the National Institute of Pedagogy also takes its share from the effort. Several types of further training courses were available including planned individual learning, complex practical seminars, one-year courses on methodology, special courses on other issues, participation in scientific research, exchange of information, lectures/presentations, etc.). The costs of the further training had to be budgeted by the ministry and/or the local governments. In 1985 a new ministerial decree was published on teacher further training declaring regular participation in further training a right, and the regular renewal of necessary knowledge an obligation. Special mention must be given to so-called *intensive further training*, providing new pedagogical knowledge, psychological skills previously not taught in tertiary education, paying priority attention to the methodology of the subjects in question. Such courses were voluntary to attend, and the form of participation was freely chosen by the teachers contrarily to previous compulsory further training courses. There was legal remedy against refusal of admittance to a course. Those successfully completing such further training courses could be rewarded by an out-of-turn promotion in the salary matrix, and/or a significant wage increase to those graduating from the intensive course with particularly good results. The present procedures have been in effect since 1997.

There has never been a Code of Conduct for teachers. Schools' operating rules, previously issued in the framework of ministerial instructions, however, also established rules of behaviour in addition to the specific professional tasks. In 1964 e.g. there were rules prohibiting teaching the school's pupils in return for remuneration, or accepting gifts or loans from parents. The same provisions survive under the heading of *Provisions on Ethics* in later versions of the same operating rules (e.g. in 1973, 1976, 1983). The teacher's rights and obligations are only regulated in a uniform manner in the Act of 1985 on Public Education. The Act of 1993 on Public Education provides a comprehensive definition of the rights and obligations of teachers with special regard to the dignity and human rights of both teachers and pupils.

In the 1960s and 1970s centralised workforce management policies also included the planned placement of school leavers. The ministry set a limit for each county regarding the job advertisements giving preference to areas/regions hit by scarce educational workforce. Direct appointment (i.e. without public application) was allowed for a long period only in positions advertised but left vacant. The practice of central workforce planning was gradually abandoned, and teachers' continuous substitution scheme whereby employers seeking teachers and teachers seeking employment can find each other was regulated in a government decree in 1997.

Annual statistics highlight jobs still vacant, and also indicate demand for specialised workforce.

8.2.1.2. Tertiary education

The objective of the reform movement set off in 1985 (chapter [6.1.](#)) was to create a uniform Hungarian tertiary education system, restore the full former social status of universities ([egyetem](#)), and improve the quality of tertiary education.

The Act on Higher Education as a separate piece of legislation (Act LXXX of 1993 on Higher Education) determined the basic criteria of teaching, learning, scientific research, and the freedom of artistic creation. The Act regulates the basic conditions of employment of teachers, and researchers in tertiary education, and the rights and obligations of teachers. The scientific grading system, split off universities ([egyetem](#)) both legally and organisationally earlier on, was replaced by doctoral training. The only right left with universities was the awarding of doctoral grades. Habilitation was made an employment criterion to becoming a university/[főiskola](#) professor.

The difference of employment in tertiary education institutions maintained/operated by the state, a church or a private person/organisation is that employees in institutions have been in public servant ([közalkalmazott](#)) status since 1992.

The Act on Public Servants (Act XXXIII of 1992 on the Legal Status of Public Servants) establishes qualification criteria, and the length of the service period required for promotion, and the Act on Higher Education (Act LXXIX of 1993 on Higher Education) adds to it a promotion scheme based on gradually acquired academic merit in certain positions. (2000/33 Ministerial Decree on the implementation of Act XXXIII of 1992 on the Legal Status of Public Servants in Higher Education).

There are two sets of teachers on that basis:

- The institution may create positions of university or [főiskola](#) demonstrator, or university or [főiskola](#) assistant professor, university or [főiskola](#) associate professor, and university or [főiskola](#) professor on the basis of gradually acquired academic merit. Employment in the individual positions means receiving a teaching title based on academic merit as well. The various requirements associated to the above titles are determined partly in the Act on Higher Education, and partly by the rules of operation of the particular institutions of tertiary education. The distinction of the positions as being either university ([egyetem](#)) or [főiskola](#) type positions originates from the distinction between theory and practice oriented training in a dual institution structure. In terms of professional requirements the position of [főiskola](#) professor may be equated to those associated to the position of associate professor.
- Teachers who cannot be employed in the gradual promotion system as above contribute to the institution's mission as language teachers, teachers in [kollégium](#), physical education teachers, arts teachers on conditions similar to public servants ([közalkalmazott](#)) in other branches.

Competency of creating positions lies with the individual institutions of tertiary education. A general condition to employment is university education, although exceptionally it is possible to fill teaching positions both in a university ([egyetem](#)) or a [főiskola](#) with only a [főiskola](#) qualification.

Working time for public servants (*közalkalmazott*) is eight hours per day. Holding sessions such as lectures, seminars, practical lessons, consultations, giving examinations, scientific research, educating the next generation for the profession, and participating in the internal life of the institution all form part of the tasks of teachers.

The proportion of teaching and other duties to be catered for must be determined by the institutions of tertiary education themselves for identical teaching positions.

The demonstrator and the assistant professor may be employed for up to four years on a contract of a specified period. The contract of employment may be extended once for the demonstrator position, and twice for the assistant professor position by no more than four years. Employment for a specified term was introduced in 1996 so as to encourage young teachers to fulfil requirements for so-called leading positions i.e. (associate professor), and professor as soon as possible.

The criterion of winning the title and position of associate professor for an unspecified period is ability of managing the studies of students, and the educational and scientific work of teachers, and possession of skills of giving lectures in a foreign language. An associate professor also needs to have a scientific grade in order to be appointed.

The position and the title of professor is available for an unspecified period through application to those who have a scientific grade, and their output has gained them reputation before the domestic and international professional circles of their branch of science or art.

Recognition of scientific and educational performance is indicated by the fact that the Constitution grants the right of appointing university professors to the President of the Republic, and the right of appointing *főiskola* professors to the Prime Minister. The person exercising employer's rights following appointment is the head of the institution. Applications submitted for teaching positions will be assessed and decided on by the board of institutions of tertiary education.

A further condition to being appointed university professor is presenting the favourable opinion of the Hungarian Accreditation Committee.

A condition to creating and accrediting a university (*egyetem*) or a *főiskola* is that there should be a sufficient number of professors or, in universities (*egyetem*), a sufficient number of associate professor on staff to ensure appropriate quality education.

The head of the institution decides if a particular teacher/educator may be employed after completing 62 years of age, i.e. the statutory retirement age. However, no one may continue to work as the head of an institution after the age of 65, except if part of the specified term agreement for the higher leader position expires after completing 65. Positions of professor may be filled until the person is 70th years of age, thereafter only on the basis of a service contract.

No compulsory further training scheme applies to tertiary education. However, teachers may take advantage of sabbatical holidays.

The minimum, and the specifically guaranteed sum of the remuneration payable to public servants (*közalkalmazott*) is set on the basis of the salary matrix where the two factors are schooling/qualification and length of service. A 140-cell table classifies the teacher to a guaranteed level of remuneration. The budgetary resources to cover the wage bill in institutions of tertiary education were disbursed to them as part of the per capita subsidy computed on the basis of the number of students.

In the late 90s there was a discrepancy of wages between the private sector and the public sector amounting to 30-40%, and to 55% specifically in the case of institutions of tertiary education. Remuneration levels in institutions of tertiary education of decisive significance from the point of view of the country's economic and social advancement were lagging far behind value that the teachers/educators/researchers were expected to deliver, and behind what in fact they delivered.

For a long time there was no real possibility for a comprehensive revisiting of the wage issue. With a view to encourage good performance, high quality work, and in keeping with the concept of per capita funding based on student numbers, the government took a number of measures from the mid 90s onward to improve the overall wage situation.

- In 1997 the professor's scholarship was introduced to reward excellent quality work (Minister of Education decree 1996/17 OM on the Széchenyi grant)
- Measures were taken concerning the subsidising of research on top of the per capita support to training (Minister of Education decree 1997/16 on the Allocation and use of the per capita budget of tertiary education).
- The support to institutions of tertiary education was extended by extra resources to fund programmes through application encouraging better performance.
- The number of, and the share of the funding provided to doctoral course participants grew gradually, and the option was opened to PhD students to hold courses themselves.

Post doctoral jobs were launched by introducing new grants that were meant to attract new workforce to research. (Minister of Education and Culture decree 2001/7 on the Békéssy György Post-doctoral grant, and Minister of Education decree 2001/6 on the István Széchenyi grant)

- A decree (Minister of Education decree 1997/33 on the amendment of the decree on the implementation in tertiary education of the Act XXXIII on 1992 on the Legal Status of Public Servants) was issued to enable the rewarding of professors or associate professors whose work was of excellent quality.
- It became possible to introduce the *branch-based multiplier* to supplement the salary matrix of public servants also in tertiary education.
- A grant was established to promote the employment of foreign teachers, and researchers of international renowned (Minister of Education decree 2002/10 on the Szent-Györgyi Albert Grant).

The major move came on 1st September 2002 when a 50% wage increase was instituted for teachers and researchers in tertiary education along with a new salary matrix designed especially. Guaranteed remuneration levels in the matrix were bench-marked to the statutory remunerations of university professors.

The conditions of employment and the requirements from 2005 are regulated on legislative level and settled in the new Act on Higher Education.

The tasks of the higher education institution pertaining to teaching activities shall be performed by

- assistant lecturers, assistant professors, college associate professors, university associate professors, college professors, university professors, and
- instructors (thus especially foreign language teachers, sport trainers, art instructors, trainers, dormitory teachers, engineering instructors, technical instructors)

In the system of promotions the status of a lecturer much depends on having the doctorate degree. Unless the employment requirements of the higher education institution stipulate more stringent criteria,

- employment as assistant lecturer is subject to enrolment in a doctorate course,
- employment as assistant professor is subject to the establishment of PhD / DLA candidacy.

The possession of a PhD / DLA degree and professional experience relating to the given field of science, as well as the ability to supervise the academic, scientific, or artistic work of students and assistant lecturers are prerequisite to employment as college associate professor.

The possession of a PhD/DLA degree and professional experience in education, as well as the ability to supervise the academic, scientific, or artistic work of students, PhD / DLA students and assistant lecturers and furthermore being able to deliver lectures in a foreign language shall be prerequisite to employment as college professor and university associate professor.

The possession of a PhD/DLA degree, international reputation in the given discipline of science or field of art and having outstanding research or artistic achievements shall be prerequisite to employment as university professor.

Employment for a predetermined fixed time is abolished, there are only permanent positions.

Legislation gives a transitional period to higher education institutions in order to ensure employment conditions.

Habilitation is no longer a condition for appointment at university level.

8.2.2. Ongoing Debates and Future Developments

The modification of the Act on the legal status of public servants ([közalkalmazott](#)) (Act C of 2007 on the modification of the legal status of public servants) aims at introducing more focus on quality in public service. New regulations include provisions for acquiring a public servant's position through tenders, obligatory probation time for public servants positions, obligatory internship in case of permanent employment for carrying out any of the core activities of the employer requiring a higher education degree and the employee does not have over three years professional experience requiring the same degree and qualification, stricter labour law protection after compulsory internship, introducing a director status as an independent job title, broadening the system of job offers.

In relation to the assessment of teachers (**8.2.9.**), evaluation by the employer is a general requirement at institutions fulfilling public functions when public servant employment status is established, when appointing someone to a director status and when increasing one's remuneration.

8.2.2.1. Kindergarten provision, single structure and upper upper secondary education

It rephrases and makes the unique working hours of pedagogy teachers clearer; it splits the full weekly working time into tasks performed in compulsory working lessons and task above these compulsory lessons. It structures and unifies the rules of employment regarding the compulsory lessons. For efficient use of working time, it specifies in more details the task to perform in certain parts of the full weekly working time.

The modification of the 2007 Act on Public education (the Act *LXXXVII of 2007 on the modification of the act on public education*) enables new share of work among maintainers of institutions and institutions. Local governments can operate a human resources management system which helps maintainers and the leaders of institutions of a given settlement or micro region to have a full view on the tasks to be done and the qualified workforce available to perform these tasks.

The development of a uniform piece of legislation on public employment is currently in progress to replace the presently separate acts of public servants ([közalkalmazott](#)) and civil servants. The regulations of the new legislation will focus on remuneration and allowances.

Similarly in progress is the design of a uniform IT system of public education containing all information necessary for planning concerning maintaining organisations, institutions, employment, pupils/students.

8.2.2.2. Tertiary education

The Ministry of Education and Culture has submitted a proposal to the government on a comprehensive tertiary education development scheme in line with the government programme, mindful of the various challenges related to European Union accession (Government proposal on the Hungarian *Universitas* Programme, and on the guidelines of the new Act on Higher Education) (chapter [6.2.](#)).

Hungarian tertiary education took its share from the joint project of creating the European tertiary education region by 2010. The objectives set and confirmed at meetings of education ministers scheduled in 1999 and held since include the promotion of mobility of both teachers and researchers, the creation of an easily accessible and comparable training structure, achieving employability all over Europe, achieving cooperation in European quality assurance, supporting the European dimensions of tertiary education, and designing teaching modules and curricula of European standards. Duties of further development to facilitate the employment of teachers in tertiary education are specified along the principles of mobility, new content, and quality.

- The tasks undertaken by the government include the full review of work in the public sector, and law harmonisation with the community policies of the European Union, and with the free movement of labour.
- In order to ensure legal security for both employees and employers, legislation on tertiary education aims to regulate the conditions concerning employment, appointment, and the winning of academic titles.

- The education branch has assumed ever larger dimensions over the last years, and remuneration levels still remained low. These two factors lead to a situation where teachers undertook employment for an unspecified period in ever more institutions of tertiary education. The new regulation aims to limit that possibility in an attempt to protect standards.
- The proposal includes a 20% budget-segment for salary incentives from which teachers' outstanding performance may be rewarded. That budget-segment would be replenished every year from the central allocation for wage increases.
- The same person would be allowed to fill teaching and scientific positions at a time.
- The new regulation would encourage the involvement of economic organisations in practical training, and the contracting of outside experts for teaching positions.
- Teachers in leading positions (professor, associate professor) would continue to be employed in the framework of open-ended employment relationships.
- The new law proposes to recognise and encourage excellence by providing subsidies to institutions of tertiary education achieving particularly high standards in teaching, research, and development.
- The per capita central budgetary subsidy would include a component for quality in science to be determined on the basis of the number, position title, and performance of teachers/researchers employed in the particular institution of tertiary education including also PhD students.
- The new regulations would encourage institution management to discontinue the employment of those whom or whose programmes students fail to select for a longer period, or who fail to comply with aptitude and promotion requirements on an average of two years.
- The proposed legislation distinguishes between the responsibilities of maintenance and branch level management. As for the latter, the Minister of Education and Culture would be responsible for
 - the branch level system of quality improvement,
 - the operation of the inspection system,
 - the investigation of problems of training and education in tertiary education,
 - ensuring that required solutions are actually delivered,
 - encouraging the dissemination of new methods of teaching/education, and forms of organisation,
 - the arrangement/organisation of the services to be provided under tertiary education, and
 - launching the national evaluation scheme of pedagogical and research performance in tertiary education.
 - The Hungarian Accreditation Committee continues to play a decisive role in the quality accreditation of education, and in evaluating the applications of promotion of university teachers.

8.2.3. Specific Legislative Framework

The basic principles and major elements of service conditions are regulated by high level legislation. In the event of state employment a public employment (*közalkalmazott*) relationship will be concluded, which is regulated by the Act on the legal status of public servants (*közalkalmazott*). In non-state operated institutions teachers/educators are in a legal relationship of employment whose conditions are under the Labour Code ((1992. évi XXII. törvény, A Munka Törvénykönyvéről)).

Regulations of employment have profession-related legislation associated to them. That legislation contains the qualification, and employment parameters of the given educational level.

The rules of implementation corresponding to the individual levels of teaching are found partly at government decree level, and partly at the level of Ministerial decrees. Those regulations provide the rights and obligations, special allowances of staff employed in the institutions of the individual levels.

8.2.4. Planning Policy

Local governments maintaining a significant part of the schools (capital city, districts of the capital city, counties, and local/community level) prepare a development, and action plan of the tasks ahead, including details of operating the network of institutions. That plan is necessary to arrange for all functions of public education, and prepare all decisions on relevant issues. The development plan of the local government must build on the capital city's, and the county's development plan, and must include the modalities of the local government coping with its compulsory tasks, and what optional tasks it plans to undertake. It must likewise expand on details of operating, maintaining, upgrading, and reorganising the institution structure. On preparing the development plan, local government must seek the opinions of several institutions/organisations (e.g. county statistical bureau, labour centre, economic chambers, teachers' trade unions, and, in the case of the a local action plan it must consult the heads of the local public education institutions, organisations of parents and students, maintainers other than the state or a local government, etc.), and, as far as questions regarding national or ethnic minorities are concerned, it must have the agreement of the minorities' local governments, too.

The capital city and county level development plan contains the status report on public education services, outstanding tasks, priorities, and a medium term school enrolment plan. The development plan must give details on how individual local governments comply with their obligations related to public education. The enrolment plan must determine the total capacities of the individual school types in the light of the expected number of pupils/students, and the tasks of individual schools in compulsory schooling, and in creating the conditions of continued education. With information on expected student numbers, and number of student groups plans can be devised concerning workforce demand, and the positions/jobs to have ready in individual institutions. Institutions not operated by either a state agency or the local government must be taken into account on drawing up and updating the development plan if such institutions cooperate with the local government in delivering public education obligations on the basis of a public education agreement.

As a result of the modifications in the Act LXXIX of 1993 on Public Education gives opportunity:

- to organize public education within the framework of micro regional associations, to fulfil vocational training at a regional level and to harmonize vocational training and labour market
- for local governments to establish a rational and efficient institutional system; to have more effective use of available workforce
- to implement the notions of quality policy and performance in employment policy, and to harmonize not only the supply system, but services as well.

The Act makes it possible that the multi-purposive micro regional associations act and cooperate beyond the competence of the joint settlements in order to fulfil public educational tasks.

Concerning the distribution of surplus sources the Act stipulates a favour for the applying local governments that are supported by the members of multi purposive micro regional association.

The Regional Developmental and Qualifying Committee is a body which is competent, due to the composition of its members, to determine the directions of vocational training development and the rate of schooling within the given region. Its scope of activities relates to the work of Regional Developmental Committee, which operates according to the Act X of 1996 on Regional Development and Country Planning.

The vocational training organizational association is a new form of public educational task fulfilment, which gives opportunity for the cooperation of maintainers so that they perform their duties in an organized and efficient way.

8.2.5. Entry to the Profession

The general recruiting procedure for institutions is open-market recruitment. Vacancies are advertised by the institutions themselves. Vacancies that are obligatory to advertise must be advertised on the website of the Government Centre for Public Administration and Human Resource Services (*Kormányzati Személyügyi Szolgáltató és Közigazgatási Képzési Központ*) as well as in the official journal of the Ministry of Education and Culture. With all applications read and all interviews conducted, the head of the institution will select the most suitable applicant. In the case of applications for head of institution the awarding of the position and the act of appointment is the duty of the maintainer, which, in the case of a local government institution, is the body of representatives, or the general meeting.

Employment is determined by the Act on Public education, the type of institution, and the level of education. The university (*egyetem*) level courses of general teacher training conclude with a degree entitling its holder to teach in the upper section of the single structure (*általános iskola*) or in upper secondary school (*középiskola*). Teachers graduating from a *főiskola* level course may teach in grades 5-8 of the single structure primary school, in *szakiskola* up to grade 10, but may not teach in grades 9-10 of upper secondary school (*középiskola*). Those with an appropriate university (*egyetem*) level teaching qualification could teach the vocational theoretical subjects of *szakközépiskola*, while teachers with a *főiskola* level teaching qualification could teach only the practical subjects of vocational training until the 1999 amendment of the Act on Public education, a limitation since nullified. Students graduating from vocational courses are entitled to teach the practical subjects in vocational school types, the *szakiskola*, and the *szakközépiskola*.

In accordance with the new training structure, Act CXXIX of 2005 on Higher Education specifies the acknowledgement of higher education graduates upon filling a position.

When the law specifies “*főiskola*” level degree and qualification, it also implies Bachelor degree and qualification. When it specifies Bachelor degree and qualification, it also implies “*főiskola*” level degree and qualification.

When the law specifies university (*egyetem*) level degree and qualification, it also implies Masters degree and qualification. When it specifies Masters degree and qualification, it also implies university (*egyetem*) level degree and qualification.

The end of phase in subject and non-subject based education changes in the phase of basic education- teaching that equips with general knowledge. This change effects the regulations on teacher employment. In non-subject based education key competences are developed as specified in

the National Core Curriculum. Teachers and primary school teachers are prepared for these tasks in the framework of in-service teacher trainings.

8.2.6. Professional Status

See subparagraphs.

8.2.6.1. Single structure and upper secondary education

An employment criterion for the teacher is to have a clear criminal record, free capacity of action, and hold the required degree/professional qualification.

At that level of education teachers may basically have two legal statuses. If working in a school maintained by the local government, they may only be employed in a public servant (*közalkalmazott*) legal relation. Such employment must be preceded by a process of application. It is important to note that that status gives them relative job security as their employment, as soon as they sign the so-called contract of appointment; it is for an unspecified period. Contracts of appointment for a specified period are allowed by law only in a very limited number of cases (e.g. substitution). The contract must have as compulsory elements the details of the contracting parties, salary class, and grade, position, and location of work.

That legal status includes guaranteed salary promotion, and a remuneration package. In practice that means that the teacher must, each three years, be moved one salary class and grade higher. That enables a predictable career. That legal status comes with a set of compulsorily granted and optional allowances (e.g. bonuses). Another favourable feature is that the teacher will have a guaranteed paid holiday, and, should the job terminate, he/she is entitled to other employment suitable for his/her qualification in case the activity of the employer for which the employee was employed has terminated or the employer had to lay off workers or do restructuring and therefore is not in the position any more to employ the public servant, or the public servant is permanently unable to undertake his tasks due to health problems.

In the event that the teacher teaches in a school maintained by the local government, but not under full-time workload, then he/she may be employed in a part-time public servant (*közalkalmazott*) legal relationship, or a contract of *external teaching staff* may be concluded with him/her. The latter is usually a service contract. The teacher will perform the work personally also in this case, and will charge a fee for rendering the service. Even though there are no objections to open ended service contracts, the usual type is for a specified period. The important difference is that the teacher will not have a paid vacation, bonus, severance pay, etc., so as a service provider, he/she is in an exposed situation. A further limitation is that even though the external teacher may participate in the sessions of the teaching staff, he/she does not have the full range of voting rights.

If the teacher does not teach in an institution maintained by the local government, he/she must be employed on the basis of a working contract full-time or part-time. In such a case the working contract

specifies the position, the wages, and the location of work. At the same time, the teacher is less protected than in a public servant [közalkalmazott](#) legal relationship. First of all open ended employment is not compulsory, and other allowances/benefits are also more uncertain, e.g. in the event of the termination of the legal relationship, the employer does not have to offer another job. However, exactly in order to ensure protection, legislation requires that such teachers should have the same salary, working hours, resting time, promotions, and remuneration as public servants ([közalkalmazott](#)). In practice such teachers are contracted for a specific period, and they extend the contract multiple times.

8.2.6.2. Tertiary education

The professional status of teachers is similar to that described under **8.2.6.1.** The Act LXXX of 1993 on Higher Education determines professional conditions of employment. That includes a clear criminal record, unobstructed capacity to act, a university ([egyetem](#)) degree and compliance with the requirements of the institution. The most usual type of employment in tertiary education is for an unspecified period. The law specifies positions for which academic achievement, the academic degree are prerequisites of advancement. Lecturers do not have to possess a pedagogical degree. The 2005 Act on Higher education regulates the above since 1st March 2006.

The internal regulations of the institution govern specific requirements of employment, and promotion.

8.2.7. Replacement Measures

Occasional daily replacement is solved by institutions within their own competency. When preparing the timetable, the head of the institution, or the person responsible to do so – must ensure that each lesson should have an adequate possibility for replacement. Replacement should preferably be professionally equivalent (i.e. the absent teacher and the replacement teacher should be qualified to teach the same subjects, and if that is not possible, non-professional replacement must be arranged for. The operation of the permanent continuous system with its scope including the capital city, and counties is the responsibility of the capital city, and county local governments. A new opportunity for local governments is to operate a human resources management system. The human resources management plan may contain the common principles of headcount management, utilization of workforce and workforce employment.

8.2.8. Supporting Measures for Teachers

See subparagraphs

8.2.8.1. Single structure and upper secondary education

The internship programme ([gyakornoki program](#)) is for supporting adequately qualified, newly recruited or fresh graduate teachers. In such programme, New entrant or fresh graduate teachers may rely on the support and guidance of a more experienced colleague or a group of such colleagues. It institutionalises the opportunity to turn to a supervisor or mentor with any problems. Assistance provided to fresh graduates is remunerative, since new entrants gain more experience and learn to take professional responsibility, which has a positive effect on pupils as well. In addition, the work of the mentor also becomes more conscious and of higher quality. The mentor-entrant relationship thus not only serves the purpose of support but also improves the work of the entrant. On the whole, it helps the organisation to become a Learning Organisation, promotes the dissemination of best practices and improves the quality of education.

Professional criteria concerning the length of internship are regulated by the law. These criteria include general ones and ones related to specific job titles.

General criteria provide that interns familiarise themselves with the working documents of the institution, its pedagogic objectives and the framework of their implementation, the rights and responsibilities of children, pupils, parents and teachers stipulated by the Public Education Act, general regulations concerning the supervision exercised by maintainers and the usage of educational documents.

Job-related criteria ensure that interns familiarise themselves with employment principles concerning their job, the practical tasks of organising training, the specific problems of teaching the children or pupils attending the institution and the means available for tackling these problems, they improve their skills needed for using teaching aids and get to know special tasks resulting from the mission, role and pedagogy programme of the institution. Interns have to become able to develop children or pupils with special needs, manage talent and develop skills in differentiated ways. These criteria are specified in detail by the internship code. The working hours of interns – just as the working hours of public servants employed as teachers – is 40 hours a week. In addition to deliver the obligatory lessons, interns can only be obliged to participate in the work of the teaching staff as well as preparatory and finishing activities related to their job. For the interns, visiting the classes of other teachers, consulting their supervisor, other colleagues or the head of the institution if needed is a significant opportunity for gaining practice, which may be undertaken by interns in the time between their compulsory lessons and the full working hours. Interns are supported by their supervisors, i.e. teachers appointed by the head of the institution, who have certain years of experience, have been employed by the school for a certain time and are experts in their profession.

In the first two years of internship, formative assessment takes place, aiming at assisting interns with fitting in, developing their work, behaviour and motivation as well as professional development and support.

The evaluation of interns at the end of the academic year is arranged by their supervisors. They involve other colleagues participating in the development of the intern and also rely on the self-evaluation prepared by interns themselves. In the final month of internship interns have to be certified on a Pass/Fail basis.

Employment as public servant is terminated pursuant to the law if the intern receives a Fail grade. The notice of termination is regulated by the law.

In addition to internship programmes, it is a permanent option for all teachers to take advantage of pedagogical, and other professional services. These are provided on a county level, and include further training, counselling, and legal advice.

In the event that a teacher faces a difficult professional, human, etc. situation, he/she may rely on informal help from colleagues, and the principal, or may see the school psychologist if that is available. In practice, however, it is more usual for the teacher to seek assistance from outside the school.

8.2.8.2. Tertiary education

At this level of education a scholarship scheme launched in 2001 helps teachers. Part of that is the Békésy György Posztdoktori Ösztöndíj (György Békésy Postdoctoral Scholarship), a scholarship aimed at helping the most talented, and the most capable teachers, researchers, and artists, after acquiring a scientific grade, or a masters grade ground their career in the intellectual workshops of domestic tertiary education, thereby contributing to replacing the elite of teachers in institutions of tertiary education. That possibility is open to full-time public servants (*közalkalmazott*) or other employees in an institution of tertiary education employed as university (*egyetem*) or *főiskola* assistant professor, demonstrator, *főiskola* associate professor or scientific researcher, and may be awarded for up to three years, and entitles its holder to a specified percentage of the university (*egyetem*) professor's remuneration.

The Széchenyi István Ösztöndíj is a state scholarship aimed at enabling awardees to focus their creative energies on further improving the standards of their outstanding teaching, and research in tertiary education, and to prepare for performing their duties as university (*egyetem*) professor. The support is a public servant (*közalkalmazott*) legal relation or service relation, or other employment-oriented relation in a state institution of tertiary education on a full-time basis for persons employed as university (*egyetem*) associate professor, *főiskola* professor, scientific researcher, and may be awarded for up to three years, and entitles its holder to a specified percentage of the university (*egyetem*) professor's remuneration.

The government's Deák Ferenc scholarship supports tutors who are doctoral nominees in a doctoral school of a tertiary education institute and are under the age of 36, perform scientific activities in research groups positioned into a tertiary institution.

The Minister of Education and Culture announced a 10-month supplementing post doctoral scholarship to ensure leader teaching reinforcements.

8.2.9. Evaluation of Teachers

See subparagraphs.

8.2.9.1. Single structure and upper secondary education

Presently there is no obligatory centralised teacher assessment in Hungary. However, in the past few years, institutions had to design their own performance evaluation system of their teachers in accordance with the Public Education Act. These institution-level performance evaluation systems

usually include formative assessment of the activities of teachers. Institutions were entitled to define the cycle of assessment and consider the special characteristics of their institution.

Current practice is that regardless of the nature of the employment, the head of the institution must provide an evaluation on the teacher's work upon request as the law enables both public sector teachers, and private sector teachers to ask, upon termination of their employment, for an evaluation on their work done until that date. The principal must not refuse to provide that evaluation.

The principal may evaluate the teacher's work occasionally at other times, too, such as in the event of a complaint, awarding a title, granting supplementary pay for high quality work, etc. Under the Public Education Act, when specifying supplementary pay, the results of evaluation of teachers are to be also considered. When providing supplementary pay, preference is to be given to teachers who were already granted supplementary pay in the previous academic year (within the same evaluation period) on the basis of the results of their evaluation and according to the employer they continue to deserve it.

Evaluation may be performed by an outside expert (from the National Experts' Register), and by internal experts (school management, teaching staff) or through self-evaluation. The latter is characteristic of schools already operating the quality assurance system.

Aspects of the evaluation include students/pupils' performance, the teacher's professional and teaching standards, perceived teaching performance, and participation in further training. Evaluation methods include classroom observation, interviews, and pupils' views. The quality management system of the institution may specify methods and criteria other than the above. Evaluation may bear on earnings as well. Legislation requires that if the teacher passes a special examination he/she must be moved one salary class higher. That is a permanent upgrade in salary. If the principal's evaluation of the teacher is favourable the former may grant an occasional bonus to the latter. The form of that may be a salary supplement, an award, or a bonus. All three are at the exclusive discretion of the principal, and are optional rather than compulsory.

The salary of a teacher must not be reduced on account of ineffective work; however, in case of serious professional deficiency his/her exemption may be instigated for inaptitude.

8.2.9.2. Tertiary education

Employment requirements and their fulfilment of teachers of public servant (*közalkalmazott*) status in tertiary education are settled by the employment regulation of the particular higher education institution.

The employer can terminate the employment of teacher with notice or with exculpation, based on the regulations on the legal status and employment of public servants and the Act on Higher Education if

- the teacher fails to meet the requirements of the job description
- the employer cannot ensure work for the teacher in at least 50% of teaching time, during an average of two semesters

- the teacher fails to meet the requirements of the job that the employer, by ensuring a reasonable deadline, specified in the contract or in the nominating document.

Students may evaluate the quality of education (in the students' self-government, organisation). The regulation of evaluation is worked out by institutions.

8.2.10. In-service Training

The most radical change in teacher further training in Hungary came with the 1996 amendment of the Act on Public Education, which prescribes to teachers to participate in further training. Teachers must participate in further training at least once every seven years in accordance with conditions provided by the law.

Government decree 277/1997. (XII. 22.) on Teacher further training, the teachers' post-graduate professional examination, and on the allowances and benefits of further training participants issued following the legislative amendment regulates the details/terms of participation in and funding of further training along with the way in which teacher further training courses are accredited.

Teachers who comply with the further training obligation enjoy a shorter queue for promotion on the public servant (*közalkalmazott*) wage matrix. 138/1992 (X.8.) government decree on the Implementation of the Act XXXIII of 1992 on public servants in institutions of public education; § 14 of Act XXXIII of 1992 provides that 'the waiting time of an employee of an institution of public education between promotions to a higher salary class must be reduced by one year if such employee has complied with their obligation of further training as specified in separate legislation (277/1997. (XII. 22.)), and teachers who complied with their further training obligations by obtaining the teachers' post-graduate professional examination, or some other tertiary qualification move one class (salary category) up the public servant (*közalkalmazott*) wage matrix. The head of the institution may dismiss the teacher for failing to observe the obligation to participate in further training through his own fault.

In accordance with 1996 legislation the budgetary support set aside for teacher further training is placed with the institution of public education as a *per capita support for compulsory use on teacher further training*. The use of the per capita funding takes place on the basis of the five-year further training plan prepared by the institution, and on the basis of the enrolment plan prepared annually by the head of the institution. Section (4) of § 16 of Government decree 277/1997. (XII. 22.) provides that the teacher further training support may be used for the following purposes:

- to cover the costs needed to pay replacement of teachers absent for further training;
- to cover (max 80%, rarely 100% of) the admission fees of the further training course;
- to cover additional costs of further training (travel, accommodation, subsistence, books, etc.);
- financially reward those complying with the requirement of participation in further training;
- 80% of participation fees may be funded from the further training support, and the balance must be contributed by the teacher.

Expenditure of the per capita further training support 1997-2007:

year	HUF/person
1997	21,250 HUF
1998	21,800 HUF
1999	21,800 HUF
2000	15,182 HUF
2001	14,420 HUF
2002	14,1420 HUF
2003	14,500 HUF
2004	15,000 HUF
2005	15,000 HUF
2006	11,700 HUF
2007	11,700 HUF

§ 5 of government decree 277/1997. (XII. 22.) gives a list of the ways in which teachers may comply with their further training obligations once every seven years. In addition to attending 120 lessons of course time in seven years, they may pass the teacher's professional examination, obtain a new degree, achieve a scientific grade, or participating in further training courses abroad with the terms laid down in the same piece of legislation.

Teacher further training courses are launched in two steps. For a programme to be listed in the further training register issued twice annually, the further training programme must have a founding permission, and an inception clearance.

The founding permission for courses is issued by the Minister of Education and Culture as recommended by the Accreditation Body for Further Teacher Training (*Pedagógus-továbbképzési Akkreditációs Testület, hereinafter PAT*). (The operation of the Body is regulated by Ministry of Education and Culture decree 46/1999. (XII. 13.) on the Accreditation Body for Teacher Further Training). Any organisation or legal person may have a further training course accredited whose list of services includes the license for adult training. The application for permission for founding the further training course contains, in addition to the detailed subjects of the training, the staffing and equipment requirements of the training, as well as the procedures for quality assurance. The application for permission for founding is then given to an accreditation expert by the Public Benefit Association for Public Education Development and Teacher Further Training (*Közoktatás-fejlesztési és Pedagógus-továbbképzési Kht. hereinafter KFPT Kht*), and the PAT decides in the light of the findings of the expert on whether the course should be allowed. On the basis of the PAT's proposal, the Minister of Education and Culture decides on accepting or refusing the application.

The inception clearance is issued by the Minister of Education and Culture based on the recommendation by the Accreditation office of the Public Benefit Association for Public Education Development and Teacher Further Training (*Közoktatás-fejlesztési és Pedagógus-továbbképzési Kht. hereinafter KFPT Kht.*). The application for inception clearance contains a description of the infrastructure and staffing conditions of the training course to be launched. The Accreditation office must ensure that the specific conditions of the training overlap with the requirements set in the

founding permit. On the basis of the office's proposal, the Minister of Education and Culture decides on accepting or refusing the application.

The per capita support for teacher further training may be spent only on courses that are listed in the further training register in the Education Journal published twice a year.

The qualification requirements of the teachers' post-graduate professional examination are provided in Ministry of Education decree 41/1999. (X.13.) OM on the qualification requirements of the teachers' post-graduate professional examination and in the 2006/10 ministerial decree on the general organizing conditions of vocational training that replaced the previous one. It provides that preparation for teachers' post-graduate professional examination may take place only in teacher training institutions of tertiary education, in the framework of professional further training. The duration of the training is 4 terms, and at least 360 lessons. The regulation attaches two main areas to the training. The main subjects of the field of studies taught on a compulsory basis include, among others, knowledge of law, and economics, familiarisation with systems of measurement, and assessment, knowledge related to the teaching vocation, and skills of handling groups requiring special pedagogical and psychological skills. The other main area of the training may be chosen from several subjects, and in addition to brushing up knowledge belonging to the original professional qualification, it may be aimed at e.g. expanding knowledge on pedagogy/psychology, etc. Apart from that, obtaining a scientific grade or a doctoral title in a field related to a qualification necessary to perform one's job is regarded as equivalent to obtaining the teachers' post-graduate professional examination.

In accordance with government decree 277/1997. (XII. 22.) on Regulating the further training system, it must be reviewed each three years. Such review is done by the Teacher further training directorate of the Public benefit association for Public Education Development and Teacher Further Training (hereinafter KFPT Kht). The experience of reviews suggests the following:

- Nearly 60% of permitted programmes are registered by the same two training providers, traditionally involved in teacher training (tertiary education and pedagogy service providers.)
- The institutions arranging teacher further training place emphasis on scheduling their courses preferably after working hours, in the afternoon, or in the week-end so that as little as necessary should have to be spent on replacement from the teacher further training support.
- An investigation of the content of further training courses in the register revealed that since the 2000/2001 school year the ratio of professional subjects/professional methodology has been decreasing, while the ratio of courses in other categories has been stagnating or gently rising. The most conspicuous increase is found with programmes in the 'school development' category, a phenomenon explained by the fact that the Ministry of Education provided 100% funding to participation in courses dealing with quality development.
- Organisations founding and launching courses respond flexibly to the changing priorities of public education policy.
- The national representative survey coordinated in 1999, and 2003 by the Teacher further training directorate of the KFPT Kht (Public benefit association for public education development and teacher further training) suggests that teachers participated in 25%

professional subjects/professional methodology, 15% information technology, computer technology, and nearly 10% in a course to develop teaching skills on average.

- From 2006 onwards, the Educational Authority (pursuant to governmental decree 2006/307; on the Education Authority) performs the administrative duties of the Accreditation Body for Teacher Further Training as a central state administrative body and it also keeps records of in-service trainings. Teacher further training can only include programmes approved in a specific procedure and authorised by the Minister responsible for education. The list of authorised further training programmes is compiled twice a year by the Education Authority and published twice a year in the official journal of the Ministry responsible for education. The Education Authority is entitled to inspect the organisation of further training courses to check compliance with the programme and to survey the documents of courses already implemented. The Accreditation Body for Teacher Further Training, established under the Public Education Act, participates in the preparation of the decisions of the Minister responsible for education, which drafts its suggestions on the basis of specified criteria. The Accreditation Body relies on experts in carrying out its tasks, who participate in fulfilling further training related tasks. Only experts listed on the National Register of Experts or National Register of Vocational Experts or having an academic degree in the relevant field can fulfil these tasks provided that they have participated in training organised by the Education Authority to prepare them for the evaluation/approval procedure. If the further training is intended for teachers in national or ethnic minority education or pre-school education, the Education Authority also consults the National Committee for Minorities in the course of authorisation. The Minister responsible for education continuously monitors the operation of the system of further training and, having consulted the National Teacher Further Training Committee and the National Committee for Minorities, evaluates it every three years. He/she also provides for the external evaluation of the system, assessment of its efficiency as well as collecting and disseminating international experience on further training.

Pursuant to the Higher Education Act of 2005, specific further training for teachers' post graduate professional examination is organised by the institutions themselves but the concept of the content of training courses did not change. Criteria according to which further training programmes for the teachers' post-graduate professional examination are judged by National Teacher Further Training Committee, established by the Public Education Act of 1993, are specified in a ministerial decree (Ministerial Decree 2006/10 on the general conditions of organising specific further training).

8.2.11. Salaries

See subparagraphs.

8.2.11.1. Single structure and upper secondary education

The salaries of teachers working in an institution maintained by the state are based on the wage matrix of public servants (*közalkalmazott*). That contains the minimum salaries payable to teachers working full-time without any supplementary payments. Teachers' minimum basic salary is between 100,000 and 238,000 HUF gross per month. On the basis of 2.8 the guaranteed minimum amounts of the wage matrix is determined by Parliament (*Magyar Köztársaság Országgyűlése*).

Salaries, if different from the minimum level in the grade/class, may only differ upward, i.e. to the favour of the employee. The financial limits of the decision are set by the school maintainer, but the specific amounts are specified by the principal, whose hands are tied by the maintainer's budget, and the institution's own revenues. The possibility of paying more than the minimum is possible for outstanding performance, bonus, or awarding a title.

The salary is based on the assumption that the teacher performs his/her tasks. That includes compulsory lessons, optional lessons, and duties related to supervising the children.

A guaranteed remuneration and promotion arrangement is associated to the legal status of public servants (*közalkalmazott*). That is a matrix-type system, i.e. it takes account of the qualification, and the time spent in the profession. The wage matrix is divided into 10 salary classes and 14 salary grades. The former stands for qualification, the latter for service period. Salary grade 1 relates to a flat sum, and the other grades to a specific multiplier.

The other feature of the salary promotion system is that it is guaranteed. Teachers must be promoted one level each three years. For those performing excellent work, waiting time may be reduced between two promotions, and in the event of disciplinary penalty, the same waiting time may be increased.

When a teacher first enters the system, the employer must categorise him/her, and indicate that category in the appointment document (contract). The basis of categorisation is qualification, and time spent in the profession. If a teacher has several qualifications, only the one necessary for performing that work will be taken into account.

The teacher is granted a salary increase if he/she obtains the teacher's professional examination, and may be granted a salary increase if his/her extra work (e.g. prepare student for a contest, participation in further training) is recognised by school management.

The basic salary is supplemented by overtime pay, and a set of supplementary payments. Overtime pay and part of the supplements are compulsory. Legislation provides the statutory minimum sum in both cases. Statutory supplementary payment must be given for extra work, e.g. to leaders, form-masters (*osztályfőnök*), head of teaching staff, teachers helping the work of the students self-government, those working in national minority education, in IT, etc., and on a geographical basis to those who work in a community disadvantaged from an economic and infrastructure point of view, or hit by a rate of unemployment in excess of the national average. There are optionally granted supplements, usually associated to extra work, e.g. remedial teaching supplement, dormitory supplement, etc. Incentives not related to earnings include food contribution, support to purchasing books, reduced-fare travel cards, museum cards, library cards, discounted book purchases. The employer may even support employees through a preferential loan.

There is an opportunity to channel a salary supplement for outstanding performance in public educational institutions., so extraordinary work performance is acknowledged. It is awarded for an academic year, the same person can be entitled for the supplement more times.

8.2.11.2. Tertiary education

The remuneration of educators differ from the above arrangements in that the Act on the Legal status of public servants (*közalkalmazott*) associates salary grades 1-3 to specific positions. The point of departure is salary grade 1 of university (*egyetem*) professors which, in the Budget Act, is linked to a guaranteed level of remuneration. Remunerations linked to the other positions are a function of the particular salary grade, and their ratio to the guaranteed remuneration of the university (*egyetem*) professor.

The supplement system of educators relates to the managerial appointment, and to special knowledge, and they receive no geographical supplement. Apart from those filling leading positions, also entitled to supplement are artist teachers, engineer teachers, foreign language teachers, and technical teachers. The rate of supplements is specifically determined in legislation. The earnings paid with the Professor Emeritus title is a special allowance disbursed according to the regulations of the higher education institution.

The remuneration system is complemented with an educator-researchers' grant scheme introduced in 2001, a significant source of funding to large numbers of the elite of the profession for periods of three years.

8.2.12. Working Time and Holidays

See subparagraphs.

8.2.12.1. Single structure and upper secondary education

The weekly timetable of those in a teacher's position consists of compulsory lesson time, and time to be spent on activities related to education. In practice, 40 hours a week is regarded as full-time employment, and in case of teachers more than 50% of which, i.e. 22 lessons are compulsory lessons to be delivered. Children spend compulsory lessons where the teacher is in immediate contact, or in lessons, teaching/educating the child. That includes time spent supervising children in breaks or at lunch. Supervision is interpreted broadly as it includes the whole period beginning with the child crossing the threshold until legally leaving the building, including the compulsory programmes, sessions in the school's schedule.

In the time that remains the teacher may prepare for the next teaching day, or do some overtime standing in for a colleague, or may hold structured optional classes if pupils so require (special student's circle, catch-up class, etc.) or sorts out paperwork, or attends meetings.

Those employed part-time have similar duties, only their lesson number is for less time. The external (part-time) teacher is only obliged to hold the lessons, and his duties extend no further than that.

The full annual basic holiday for public servants (*közalkalmazott*) equals 20 or 21 working days, depending on what qualification the teacher has, and what salary class he/she comes into. The basic holiday in the private sector equals 20 working days. However, the teacher is entitled in both cases to supplementary holiday of 25 working days. The employer may reserve 15 working days out of the 25 for working purposes, but only in the following cases: further training, training to improve employability, teaching/education as part of the school's profile, or if the teacher's annual holiday was granted during school time. Holiday in the public sector must be granted primarily in the summer holiday. In the private sector the main guideline is the agreement between the director and the teacher.

In addition to ordinary holiday, other allowances may also be granted to the public servant (*közalkalmazott*). Those are at the principal's discretion. Thus he/she may agree on a maximum of one year of sabbatical leave (e.g. study trips, writing a textbook, etc.), and similarly, those attending further training or preparing for teacher's professional examination are also entitled to working time allowance.

8.2.12.2. Tertiary education

The working time of teachers in tertiary education is 40 hours per week. In state maintained tertiary education institutions teachers are public servants, in private or church maintained tertiary education institutions teachers are in employment status. The working time consist of compulsory lesson time, and unscheduled duties to look after during working time. Legislation on daily working time entitles the institution to specify – in accordance with its own profile – the compulsory lesson time for the individual teaching positions as well as the unscheduled tasks of teachers. The latter includes maintaining contact with students and doctoral course participants, and operating the training and research locations.

The 2005 Act on Higher Education specifies the principles of time calculation. It prescribes how much time tutors and teachers spend with teaching within their 40 hour working time.

Tutors out of their full weekly working time -in an average of two semesters- are obliged to spend at least 10, teachers at least 20 hours respectively with helping students' preparation, giving lectures, seminars, workshops and consultations.

In the case of certain tutorial positions the number of working hours can vary according to local requirements.

The compulsory number of lessons/lectures per week in the position based on academic achievements falls between 4-14.

As regards the extent of basic holiday, **8.2.12.1.** applies.

In certain cases it is possible to undertake teaching tasks under a service contract, e.g. if the nature of activity undertaken by the teacher permits or if the time spent carrying out the task does not exceed 70% of the complete working time.

As a specific rule, teaching and scientific research may be undertaken in the same position. The proportion of the different tasks is described in the employment contract or appointment.

Further employment is restricted by the Higher Education Act of 2005. Teachers working in teaching positions with promotion based on gradual performance can only be included in one institution when calculating central budgetary grant and the quality criteria of training.

8.2.13. Promotion, Advancement

See subparagraphs.

8.2.13.1. Single structure and upper secondary education

In institutions maintained by the state promotion is statutorily guaranteed for public servants (*közalkalmazott*). Teachers must be promoted to a one higher salary class. Promotion is likewise compulsory if the teacher passes a special examination. In the event of excellent working performance, or an award waiting time may be reduced by one year, however, as a disciplinary measure, it may also be increased by one year subject only to the employer's decision.

It is important to note that there is no formal arrangement of promotion, specifically applied to teachers other than that automatic, guaranteed promotion. For the rest, it depends on the teacher. It depends on his/her personal activity, on whether he/she manages to obtain the teacher's professional examination. It also counts as promotion if the teacher is appointed head of the teaching staff.

The top level of the career/promotion of teachers is when they are appointed to teach in a practice school (*gyakorlóiskola*), i.e. their knowledge, and experience is shared with the upcoming generation of professionals.

Likewise part of the promotion is the acquisition of the title of expert, which, however, does not relate to active work as a teacher, but means rather an administrative function of a consulting nature. A similar situation arises if an experienced teacher takes a position in education administration or development. That may be the managerial position of some institution, but may also be contributing to the work of the Ministry of Education and Culture (*Oktatási Minisztérium*) or one of its background

institutions involved in development. Such transfers are subject to individual decision; there is no system to make it predictable.

8.2.13.2. Tertiary education

Special rules apply to the promotion arrangements of teachers in tertiary education. Certain educator positions are fixed to include *egyetem* and/or *főiskola* level demonstrator, assistant professor, associate professor, professor. More than one of these positions maybe held at the same time by the same person.

In the professional rank scale in tertiary education both the university (*egyetem*) and the *főiskola* professor is a special status, indicated by the fact that they are appointed by the state as a sign of recognition. Habilitation is the recognition of someone's teaching and presenting skills, and scientific performance. Presentation skills must be proved in a freely delivered public lecture also in a foreign language. University (*egyetem*) professors and habilitated *főiskola* professors may use that title until the end of their lives even if their mandate has come to an end.

The criteria of filling the posts of university (*egyetem*) or *főiskola* professor and associate professor are provided by legislation. The appointment of university (*egyetem*) or *főiskola* demonstrator and assistant professor is regulated in the institution's own internal rules.

The 2005 Act on Higher education annuls habilitation as a precondition of appointment for the position of university professor. The basis of promotion is professional activity, compliance of criteria for a higher position (doctoral grade, habilitation, publications, foreign languages, etc.). Promotion is subject to approval by the institution.

Additional teaching activities may also be established according to legislation and internal rules (eg. engineer-teacher, dormitory-teacher, PE teacher, language teacher, artist-teacher, (vocational) master teacher).

8.2.14. Transfers

Transfers are possible in both a *public servant (közalkalmazott) legal relation*, and in an *employment legal relation*. An important point is that public sector employees can only be transferred within the public sector, i.e. they cannot be placed in the private sector.

Transfers are based on a tripartite agreement, i.e. the former and the future employers must reach agreement with each other, and with the public servant (*közalkalmazott*) concerning issues related to the transfer. The Act on the legal status of public servants requires that the new position, the location of his/her work, remunerations, and the timing of the transfer of the public servant must be agreed. Naturally, other issues may likewise be regulated in the course of a transfer. Transfers are

characteristic when the employer insists on employing a particular teacher, and turns to the employer of the teacher as a token of his confidence and recognition. By that gesture the new employer is shouldering the possible financial consequences of paying severance pay.

However, teachers may change jobs differently. The redeployment of teachers from one workplace to another is subject not to regulations of public education, but general employment legislation. It provides that a teacher may terminate his/her employment relation through mutual agreement, ordinary notice, and extraordinary notice. The teacher may take advantage of either of the first two any time, while with extraordinary notice the legislation requires that reasons should be given, and it sets a limit of one year from the action quoted as a reason. The most usual practice is terminating an employment relationship through mutual agreement.

Naturally, there are cases when a teacher may be obliged to leave. One such case is if the specified period in his/her contract expires, and the principal fails to extend it. The teacher may be dismissed with immediate effect or may be forced to leave during his/her probation period, where, however, there are legal requirements and timing conditions to comply with.

A teacher changing workplaces takes with him/her his/her salary class and grade, i.e. he/she cannot face a situation less favourable than prior to the move as long as the move is within the teaching profession. That is regardless of whether he/she leaves his/her former workplace behind through transfer, mutual agreement, or notice, etc.

As long as he/she stays in teaching, but his/her position changes, i.e. he/she works on in a non-teaching job, it is no longer guaranteed that his/her salary will remain unchanged. That may mean a rise (e.g. if he/she goes to work in education administration, local government, Ministry of Education and Culture, etc.) as well as a drop.

8.2.15. Dismissal

There is legislation to specify the cases in which a teacher, working either as public servant (*közalkalmazott*) or in an employment legal relationship may have his/her employment relationship terminated. Employment terminates immediately if the specified period of his/her employment expires, if the teacher dies, or if the institution ceases to exist without a legal successor.

The employer may also terminate employment. That happens with a public servant (*közalkalmazott*) through exemption, with immediate effect during the probation period, and through dismissal.

Exemption must be based on a specific reason (pl. professional incompetence, deficient quality of work, medical unsuitability, retirement, axing of jobs due to restructuring, etc.). There are, however, situations in which exemption is prohibited temporarily, e.g. during periods of inability to work due to disease, sickpay for nursing a sick child, specially in this case during work performed abroad on the

basis of mutual agreement, etc. Exemption is possible with limitations if e.g. the spouse has no earnings, or if the employee is a single parent, or her husband is a rank-and-file soldier, etc. Exemption must be justified. Notice period may be 2-8 months, depending on the time the teacher has spent in public servant (*közalkalmazott*) legal relationship.

A rule to protect the interests of the teacher is that exemption may take place only – other than for reasons of incompetence – if the employer has no further jobs to fit the teacher's degree and qualifications, or if the teacher fails to agree to employment in such a position. Exemption entitles the teacher to severance pay worth 1-8 months' average salaries, depending on the period of service.

A teacher may be dismissed also as penalty following a disciplinary process. Dismissal is the most rigorous of all available types of punishment, and requires proof that the teacher was grossly neglectful of his/her major obligations relating to the public servant status. Neglect may also mean refusal to work, behaviour to pupils that shatters their self-esteem, violates their dignity, and goes against reasonable principles of education, physical abuse, taking/stealing their money, etc.

The situation with those working on the basis of a work contract is similar to the above. In such a case the principal may dismiss the teacher through ordinary notice, extraordinary notice, and with immediate effect during probation. Notice must be justified, and may only relate to the teacher's abilities, his/her behaviour at work, and the employer's operation. The employee must be given a chance to defend him/herself. Here, too, legislation provides prohibitions, and limitations to notice. The notice period may last from 1 month to 1 year, depending also on the time spent in employment. In the case of notice, the teacher is entitled to severance pay, whose sum is dependent on the length of the employment relationship.

Extraordinary notice is also only possible for reasons listed in the law (failure to comply with major obligation, etc.), and the time limit of one year applies also in this case.

8.2.16. Retirement and Pensions

Teacher's retirement is not subject to any special legislation in Hungary, i.e. general social security legislation, and public employment (*közalkalmazott*) legislation applies, the latter only for teachers in the public sector. General regulations enable payment of the full sum of the old age pension to persons having completed their 62nd year of age, done at least 20 years of qualifying period. That rule no longer distinguishes between women and men.

There are temporary rules, however, that still contain regulations different for the two genders. With women, the pension age may be between years 55 and 61 depending on their year of birth, with men the age limit is 60 or 61 years, depending on the year of birth.

There is a possibility for the teacher to retire earlier than the age limit. Teachers having acquired the prescribed period of 34-38 years may retire prior to the time otherwise applicable to him/her. However, even women must be at least 55, and men 60 years of age. That pension arrangement holds no financial disadvantage to the teacher.

The other form of early retirement is when the teacher retires five years prior to the age limit otherwise applicable to him/her, but 5 years are still missing from the 34-38 years of the qualifying period. In that case the teacher is entitled to pension of a reduced rate.

Rules for public servants (*közalkalmazott*) are special in that teachers recipient to early retirement pension, or other pension regarded identical to old age pension, or to disability, or accident related disability pension are considered retired in addition to the above.

Early retirement is frequent in the course of major restructuring projects or down-sizing. One has to prove a qualifying period of about 30 years, and there may be no more left until the age limit than 5 years. Early retirement is based on the agreement among the employer, the employee, and the social security.

Teachers may practice their profession even after the completion of retirement age. Reaching the retirement age does not automatically involve the termination of the employment legal relationship, or the public servant (*közalkalmazott*) legal relationship. If the teacher decided to claim pension, the principal may deliberate continuing the teacher's employment, but may not automatically dismiss him/her.

Another typical case of continued employment is when a person already retired is asked to return to replace an absent teacher or fill a vacant position altogether. In the former case the legal arrangement is a fixed-term contract, while in the second, an open ended contract. Similarly frequent is the external teacher's assignment, where the legal framework is a contract for a specific assignment or a service contract.

Tertiary education

Educators under **8.2.13.2.** may be employed after reaching the retirement-age. According to the Act on Higher Education, university (*egyetem*) and *főiskola* professors must be relieved of employment upon reaching the age of 70.

There is an age limit concerning leading positions in tertiary education. A specific institution is entitled to set the highest age limit until which a teacher may fill a leading position. It must be taken into account, however, that the statutory age limit is 65 year years.

According to the 2005 modification of the Act on Higher Education the age limit can be exceeded if the period for which the leader was appointed ends after the age of 65.

8.3. School Administrative and/or Management Staff

In accordance with the Act XXXIII of 1992 on the Legal status of public servants, the public servant (*közalkalmazott*) may be assigned to perform duties of *higher leading*, or *leading* positions.

a. Single structure and upper secondary education

Higher leading positions are the principal, *leading* positions are the deputy director, the head of practical education, his/her deputy, and the finance director. The first leader and the person representing the institution is the principal. His/her person is of particular importance as he/she maintains contact between the school and the maintaining organisation. His/her professional competence and personal skills decide the extent to which the school can represent its interests, shape its professional image, and the atmosphere among the teaching staff.

His/her responsibility includes among others, managing the teaching staff, directing and controlling work at school, prepare, implement, and check compliance with decisions, ensure, on the basis of the available budget, financial conditions for staff and equipment, cooperation with players of education (various organisations, students, parents), child and youth protection, manage efforts at preventing accidents involving children and pupils.

The principal has wide-ranging responsibilities as he/she is answerable for the proficient and legitimate operation of the institution, for prudent economic management, exercises employer's rights, and makes all the decisions regarding the school's operation that are not referred to anyone else's competency by either legislation or local regulations. His/her competency extends to teaching work, the operation of control, measurement, assessment, and the quality assurance system, arranging tasks of child and youth protection, creating the safe and healthy working conditions at school, preventing accidents involving pupils and children, and arranging for the regular medical check-up of pupils/children.

The principal may occasionally relegate other specific tasks to a deputy or another employee of the institution. The task of the deputy director apart from the above is the day-to-day management of the institution.

b. Tertiary education

Higher leaders in tertiary education are the rector of the university (*egyetem*) or *főiskola*, the deputy rector, the principal, his/her deputy, the dean, the deputy dean, the leader of the medical or agricultural centre, the head of the independent education, scientific research, art sections, the secretary general, and the director (general) for finance.

Leading positions include the head of the non-independent units of education, scientific research, art, and the deputy director (general) for finance.

The university ([egyetem](#)) is under the direction of the rector, the [főiskola](#) of several faculties under the [főiskola](#) rector, the [főiskola](#) not consisting of faculties under the direction of the principal. They do their work with the help of deputies.

The head of the management unit is the secretary general subordinated to the head of the institution. The head of the financial organisation is the director (general) for finance. The financial director (general) is the deputy head of the institution. If the institutions regulations so provide, the financial director (general) is also the secretary general.

The competence and responsibility of leaders is described in the institution's regulations. The competence of the leader includes exercising the employer's rights with regard to university ([egyetem](#)) / [főiskola](#) professors except for appointment and exemption, and appointment and exemption of educators and scientific researchers.

The competence and responsibility of leaders includes among others the direction of training, and scientific, artistic, management, and financial activities, right of representation, take charge of available budgetary appropriations, property, and other resources, and exercising the right of publication, and distribution.

The head of the institution may relegate his/her responsibility to his vice head or another person being in employment status by the institution. The relegated responsibility cannot be further relegated.

In carrying out his/her responsibilities, the leader has the general authority to issue instructions, and take action, but may instruct neither the institution's management board, nor any other board in the institution, the students' self-government, or the representative organisations operating inside the institution.

The leader of the institution may null all decisions, resolutions, measures that are in violation of any piece of legislation.

The rector, the [főiskola](#) rector, and the principal bear personal responsibility for the institution regarding financial matters.

The faculty is represented by the dean, or the faculty principal. His responsibilities are described in the institution's regulations.

The management of the institution's educational, scientific research, artistic organisation unit is the responsibility of the leader of that unit (head of department, principal of institution). Only professor or associate professor may be assigned with that task. The responsibility and competence of the head of that unit is established in the institution's regulation.

8.3.1. Requirements for Appointment as a School Head

See subparagraphs.

8.3.1.1. Single structure and upper secondary education

The requirements for appointment as school head in single structure and upper secondary education are laid down in Act LXXIX of 1993 on Public education. That states that the criteria of such appointment include proof of a clear criminal record, capacity of independent action, and a degree and qualification of tertiary education suitable for filling the teaching position in the given school, and a teacher's professional examination, in upper secondary school (*középiskola*) a university (*egyetem*) level qualification, and a , and at least five years of professional experience working as a teacher, and an indispensable requirement is employment for an unspecified period in a teacher's position in a school.

If it is a school of an ethnic minority language, there will be the additional requirement of a language qualification issued by an institution of tertiary education, and applicants who are members of the given ethnic minority must be preferred in the course of the selection process.

The leader is appointed by the maintainer and the latter exercises employer's rights over the former. Prior to the leader's appointment or possible revocation the maintainer must obtain the statutory opinions, such as that of the school's employees, of the school board's, the student self-government, and in the case of professional education, the opinions of the chambers. That, however, is purely for information purposes, and is not a binding element in the decision making process.

In selection and employment conditions there is a difference between state-maintained and non-state/non-local government maintained schools. With the former the school head must be selected statutorily through a tendering process. The call for application is published by the school maintainer. The detailed conditions of the application are provided by legislation.

8.3.1.2. Tertiary education

With leaders in tertiary education a clear criminal record and capacity of independent action is likewise a condition. The rector is tendered for by the institution's board among the university (*egyetem*) professors, and the Minister of Education and Culture submits the proposal of the winner's

appointment to the President of the Republic, the latter being exclusively authorised for such appointments. With non-state maintained institutions the submission of the proposal is the right of the maintainer, and the Minister only has the authority of agreement.

Főiskola rectors may be selected from among university (**egyetem**) professors, associate professor, or **főiskola** professors, scientific consultant or research professor, or senior research fellow and the **főiskola** board selects the most appropriate person following a tendering process. The Minister of Education and Culture submits the proposal, and the prime Minister has exclusive right of appointment or exemption of the person in question.

Applications must be published in the official journal of the Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium*). Detailed requirements of the application are laid down in legislation.

The appointment of head of institution is conditional to an upper age limit that is 65 years of age completed, except when the defined time expires later. The appointment is for 3-5 years, which may be renewed once, on the basis of another tender. Appointment requires compliance with rigorous rules of financial and legal compatibility.

Employer's rights over the university (**egyetem**) rector, the **főiskola** rector are exercised by the Minister of Education and Culture who consults the Financial Board, and does not decide on appointment and exemption. Exemption of the head of the institution through recall may be initiated by the institution's board, and the Minister may personally submit an initiative of recall to the institution's board. Exemption is finally accepted or refused by the institution's board through qualified majority. Employer's rights are partly transferable on the institution.

The dean is selected from among university (**egyetem**) professors, and university associate professors, and the faculty's principal is selected from among university professors, university associate professors, and **főiskola** professors by the faculty board, through tender according to the rules and regulations of the institution.

In institutions of tertiary education the appointment of the deputy rector, the **főiskola** deputy principal, and the deputy dean, and the deputy of the heads of the organisational units are for specified periods. The head of no organisational unit may not be older than 65 years of age.

8.3.2. Conditions of Service

See subparagraphs.

8.3.2.1. Single structure and upper secondary education

Teachers who are members of school management are entitled to a salary supplement. That supplement amounts to 200-250% of the supplement base for directors, while for finance directors, etc. it is 100-200% of the supplement base. The amount of the supplement depends on the number of compulsory lessons, and the number of pupils and forms. The head receives further supplements after extra qualifications, regardless of whether he/she takes advantage of that qualification in the course of his/her work. The head is entitled to lesson time allowance, and the maintainer may further reduce the minimum statutory lesson number to be held by the leader. Working time is unscheduled with the exception of compulsory lessons. In state maintained institutions the leader is appointed for a fixed term of 5 or 10 years, while leaders of non-state maintained institutions may be employed with a permanent contract (for unspecified period).

The public servant (*közalkalmazott*) principal may be appointed without an open tender if his/her appointment expires two years before reaching retirement age. That appointment may be valid until he/she reaches retirement age.

The appointment comes to an end if the specified period expires, the maintainer revokes the appointment, or the leader may even resign voluntarily. After revoking an appointment or in case of the fulfilment of a fixed-term contract public servants have to be employed in their original position.

In non-state maintained institutions employees do not have that option.

Public servant (*közalkalmazott*) leaders may be subject to a rigorous disciplinary process. The penalty may be the revocation of the executive position, or even dismissal. In the latter case the public servant (*közalkalmazott*) must not be employed in the public sector either as leader or high position leader for one year following the effective date of the penalty.

8.3.2.2. Tertiary education

Higher leaders in tertiary education are the rector of the university (*egyetem*) or *főiskola*, the deputy rector, the principal, his/her deputy, the dean, the deputy dean, the leader of the medical or agricultural centre, the head of the independent education, scientific research, art sections, the secretary general, and the director (general) for finance.

Leading positions include the head of the non-independent education, scientific research, art sections, and the deputy director (general) for finance.

The university (*egyetem*) is under the direction of the rector, the *főiskola* of several faculties under the *főiskola* rector, the *főiskola* not consisting of faculties under the direction of the principal. They do their work with the help of deputies.

The head of the management unit is the secretary general subordinated to the head of the institution. The head of the financial organisation is the director (general) for finance. The financial director

(general) is the deputy head of the institution. If the institutions regulations so provide, the financial director (general) is also the secretary general.

The competence and responsibility of leaders is described in the institution's regulations. The competence of the leader includes exercising the employer's rights with regard to university ([egyetem](#))/főiskola professors except for appointment and exemption, and appointment and exemption of educators and scientific researchers.

The competence and responsibility of leaders includes among others the direction of training, and scientific, artistic, management, and financial activities, right of representation, take charge of available budgetary appropriations, property, and other resources, and exercising the right of publication, and distribution.

The head of the institution may relegate his/her responsibility to the dean, the faculty principal, the director (general) for finance, the secretary general, or another person.

In carrying out his/her responsibilities, the leader has the general authority to issue instructions, and take action, but may instruct neither the institution's management board, nor any other board in the institution, the students' self-government, or the representative organisations operating inside the institution.

The leader of the institution may null all decisions, resolutions, measures that are in violation of any piece of legislation. An exception is the illegal decision of the institution's board, in which case the leader may turn to the Minister of Education to have such a decision nullified. The institution's board may exercise the same rights to have the institution leader's illegal decisions nullified.

The rector, the [főiskola](#) rector, and the principal bear personal responsibility for the institution regarding financial matters.

The faculty is represented by the dean, or the faculty principal. His responsibilities are described in the institution's regulations.

The management of the institution's educational, scientific research, artistic organisation unit is the responsibility of the leader of that unit (head of department, principal of institution). Only professor or associate professor may be assigned with that task. The responsibility and competence of the head of that unit is established in the institution's regulation.

Higher education institutions determine their own organisational structure: they may establish and operate educational, scientific research, service and functional units.

Typical educational and scientific research units of higher education institutions include faculties, departments, institutes, botanical gardens, teaching hospital, research institute, research team and practice farm.

Higher education institutions are entitled to establish dormitory, IT, welfare, cultural, sports, library, museum and other (e.g. practice farm providing public education practical training, arts workshop, healthcare and preventive or manufacturing) service providing organisational unit.

In order to fulfil their operational tasks, higher education institutions also establish finance and internal audit units and may establish management and organisation (hereinafter office fulfilling administrative tasks), technical service and other functional units ensuring operation. The finance and auditing units are supervised by the rectors.

The libraries of higher education institutions are open scientific public collections with specific literature, information, educational and research functions and may also serve as an archives and/or museum.

The employees of the service and operational units of higher education institutions maintained by the state are also public servants. The rules of their employment are regulated by the employment code, included in the Organisational and Operational Rules of each institution in compliance with the general conditions of public service employment.

8.4. Staff involved in Monitoring Educational Quality

The institution of education inspection came to an end in Hungary in 1985 after a history of over 200 years. The legislative amendment in 1993 determined the professional inspection of education institutions as a task to be performed by independent experts of public education, and stated that only such persons may contribute to the professional inspection of an institution of public education as are listed on the national register of experts (*Országos Szakértői Jegyzék*). Entry on the list must be applied for, and is conditional upon complying with some basic criteria (tertiary qualification required to work in a teaching position, teacher's special examination, and a minimum of ten years of experience in teaching and education). Experts participating in the decision-making procedure of maintainers in relation to the establishment, reorganisation or termination of an institution or act as experts on equity have to participate in annual fee-paying training organised by the Education Authority aiming at updating knowledge of changes in regulations as well as other information.

The person conducting or leading the inspection must agree on the inspection at least seven days prior to the planned day of the visit with the head of the educational institution, and with the person initiating the inspection concerning the duration, format, methods, timing of the inspection, and on the way in which those concerned may express their opinions in conjunction with the findings of the inspection.

If it is an inspection of a national, regional, county, or capital city scope, the maintainer of the institution of public education must be notified at least seven days ahead so that its representative may be present at the inspection. If such inspection is carried out in an institution providing education to national or ethnic minorities, the inspection may only be lead by a person speaking the language of that particular national or ethnic minority, and the relevant minority self-government must be notified of the inspection, and may participate through a representative.

The findings of an inspection will be forwarded to those directly concerned by it, and those at whose initiative it was undertaken, and to the maintainer of the institution. If the inspection took place in an institution of public education of national or ethnic minorities, then a copy of the report of the findings must be forwarded also to the local self-government of the relevant minority, and to the national level self-government of minorities. Those disagreeing with the findings of the inspection may require a review in the framework of another inspection. As a result of the inspection the maintainer – if it is not authorised to take action itself – calls the attention of the institution of public education to take the necessary measures.

There is no legislation requiring regular inspections, even though the law defines the list of those entitled to launch an inspection ensuring the funding, along the following lines:

- At a regional, county, or capital city level the Minister of Education and Culture, and for vocational training the minister responsible for vocational qualifications,
- At a county, or capital city level the capital city, or county local government,
- At community level the local government of the community, the city, the city of county status, or that of a district of the capital city,
- At institutional level the maintainer,
- The head of the institution of public education,
- The employee of the institution of public education.

A person or organisation conducting an inspection or control of legitimacy in an institution of public education has no competency of making decisions or take measures.

The expert may provide his services anywhere in the country. He/she must keep file of the services he/she has provided. Such files must include the name of the person/organisation requiring the service, the specific scope and date of the inspection, the date of the report prepared, and the details necessary for determining the expert's fees and re-imbursements. The expert presents his/her findings in writing or orally as requested in the initial assignment. A written report must include the personal details of the expert, and the details of the request, statements of professional content made, conclusions reached, measures proposed, and anything else that the expert may find relevant. The expert must observe the principle of confidentiality with respect to any facts or details brought to his/her attention in the course of the inspections he/she conducts. The expert is entitled to fees and reimbursements for his/her services. Such fees and reimbursements are set by the client within limits set in relevant regulations, and on the basis of the notes generated by the expert.

8.4.1. Requirements for Appointment as an Inspector

Not applicable. See 8.4.

8.4.2. Conditions of Service

Not applicable. See 8.4.

8.5. Educational Staff responsible for Support and Guidance

Keeping both pupils and parents informed is the responsibility of the heads of the institutions, and in the kindergartens the kindergarten teachers of the particular group, and the form masters (*osztályfőnök*) in the schools. The form master (*osztályfőnök*) is a special subject teacher teaching full time in the given form. The form master is either paid a supplement, or granted 1 lesson per week of teaching time allowance for his extra work as form master. His task, in addition to providing information, is keeping track of the administrative tasks of the teachers, registering absences, evaluating and qualifying the behaviour, and general activity rate/attitude of pupils through seeking the opinions of teachers teaching the given form, etc.

In schools and dormitories *kollégium* where the operation of a library is required by legislation, a librarian teacher helps pupils and teachers in the library.

Teachers in an institution of teaching and education may create school based professional communities. Such communities are a source of assistance in professional, methodological issues, in planning, arranging, and organising educational work in the institution. Teachers may even initiate the creation of such communities across schools.

8.6. Other Educational Staff or Staff working with Schools

See subparagraphs.

8.6.1. Single structure and upper secondary education

In single structure and upper secondary education there are, in addition to leaders, and teachers, staff members directly involved in teaching and education as well as other employees. Positions, conditions of employment, and statutory staff size are provided by the Act on Public education, and the implementation instructions of the Act on the Legal status of public servants (*közalkalmazott*). Employment conditions depend on the type of institution, and the number of pupils. Persons assisting

teaching and education include specialised doctors, psychologists, physiotherapists, nurses, family care specialists, social workers, child and youth protection specialists as well as leisure time teachers. The child and youth protection specialist keeps track of children under threat, maintains contact with the child protection service, does family visits, and provides information. The leisure time teacher in charge of spending leisure time in a useful way, and arranging programmes for the community.

In schools, and boarding schools [kollégium](#) teaching disabled persons it is compulsory to employ a specialist doctor whose work is helped by a nurse. In [szakiskola](#) a technical manager and in schools with a training swimming pool a swimming pool attendant/lifeguard must be employed.

Other employees include the library assistant, the school secretary, the computer maintainer, the laboratory assistant, the systems administrator, the heating system maintainer, the receptionist, etc. Their employment is a question of the number of specific functions required.

8.6.2. Tertiary education

In tertiary education special professional staff to assist education include the operational experts (legal advisor, economist, financial/technical director, secretary general, head of the rector's office), who do not participate in the education process.

The lead engineer, the department engineer, and the department chemist do work that directly support education, and supplement the teaching process, similarly to the technician and the laboratory assistant.

Financial, technical, and management administrators are employees with upper secondary qualification responsible for preparing decisions.

Professional staff assisting the education process in tertiary education

Job/responsibilities	Ranking of Public Servants										
	Lower level of qualification	Intermediate, upper-secondary level of qualification				Tertiary level of qualification					
		A	B	C	D	E	F	G	H	I	J
8. operational expert							*		*	*	*
9. lead engineer							*		*	*	
10. dept. engineer, dept. chemist							*		*	*	
11. financial, technical,				*	*	*	*				

management administrator										
12. procedures administrator		*	*	*	*	*				
13. technician, laboratory assistant			*	*	*	*				
14. technical (maintenance expert, skilled worker, unskilled worker, general helper	*	*	*	*	*					

A public servant (*közalkalmazott*) performing independent work using his/her expertise, holding a university (*egyetem*) or *főiskola* qualification may be classified as *operational expert* (e.g. legal advisor, legal administrator, economist, and educational administration staff with a university (*egyetem*) or *főiskola* degree, and financial (technical) director (general), and deputy director (general) of the financial unit of an institution (faculty) of tertiary education, the secretary general in charge of the economic section, the office manager of the rector (principal, dean, director) in charge of the institution (faculty), not directly involved in the education process. The head of the financial organisation must have a specific professional qualification other than a regular university (*egyetem*) or *főiskola* level degree (e.g. in finance, accounting, economics).

The department engineer or department chemist is a public servant (*közalkalmazott*) with a special *főiskola* or university (*egyetem*) level qualification whose work directly supports the education process, and/or creates conditions to that process (laboratory, workshops, hardware, software, etc.).

Economic, technical, management administrators are public servants (*közalkalmazott*) responsible for preparing professional decisions, who need an *érettségi vizsga* or proof of completing upper secondary education (*középiskola*) plus proof of completing tertiary education, but not a degree.

Procedure administrators are public servants (*közalkalmazott*) doing administrative work having primary education or an upper secondary and post upper secondary qualification or *főiskola* degree.

Technicians and laboratory assistants are public servants (*közalkalmazott*) who have primary or upper secondary qualification or proof of completing tertiary education but without a degree or post upper secondary qualification, and directly help the work of teachers and researchers in laboratories, and practical training of students, and can independently carry out a part-process in a research project. Public servants (*közalkalmazott*) who obtained their post-upper secondary qualifications in industry, agriculture, or other subjects, and spent at least ten years in a job relevant to their qualification must be regarded as having a tertiary qualification from the point of view of their classification in the position of technician or laboratory assistant.

8.7. Statistics

8.7.1. The institution structure of teacher training under the 1993 Higher Education Act

number of training institutions/ type of teacher training	state university (from the 18)	state "főiskola" (from the 12)	church university "egyetem" (from the 5)	church and foundation operated "főiskola" (from the 30)	there is teacher training in 33 of the 68 total institutions, and 37,467 full time students train to become teachers out of the total of 193,155	
kindergarten teacher training	6	3	-	1	10 institutions	1,613 students
teacher training	6	4	1	4	15 institutions	5,133 students
"főiskola" level teacher training, general knowledge (4 course groups)	2	3	-	1	6 institutions	8,746 students
university ("egyetem") level teacher training, general knowledge, (scholar+ scientist course groups.)	7	2	2	-	11 institutions	18,594 students scholar: 14,877 scientist: 3,717
"főiskola" level art teacher training	9	4	-	-	13 institutions	approx. 3-4,000 students
university ("egyetem") level art teacher training	6	-	-	-	6 institutions	
"főiskola" level special vocational teacher training	9	5	-	-	14 institutions	
university ("egyetem") level special vocational teacher training	6	-	-	-	6 institutions	
corrective pedagogy teacher training	4	-	-	-	4 institutions	approx. 1-1,500 students

8.7.2. Teachers employed in public educational institutions by position and level of qualification, 2006/2007

Qualification	teachers	principal, vice-principal	Kindergarten teachers	Teachers in
	together	position	Teacher, teacher in primary education	other positions

Teachers in ("középiskola")	43 734	4 636	36 816	2 282
Teachers in ("általános iskola")	53 405	5 202	39 841	8 362
Teachers of primary education – ISCED 1	37 294	2 143	25 148	10 003
Kindergarten teachers	29 862	5 352	24 090	420
Specialized/professional teachers	11 255	1 370	8 101	1 784
Teaching staff without teacher qualification	5 162	238	4 135	789
Total	180 712	18 941	138 131	23 640
Of that female: %	81,1	75,7	80,9	86,5

Source: Statistical Yearbook 2006, CSO, 2007.

8.7.3. The ratio of teachers and the economically active population, 2006

Employed population – total	3 930 100
Number of teachers of the total	180 712
Ratio of teachers %	4,6

Source: Statistical Yearbook 2006, CSO 2007

8.7.4. Full time teachers in full time and part time education, 2006/2007

	Teachers	Female (#)	Female (%)
"Óvoda"	30 550	30 499	99,8
"Általános iskola"	83 606	72 786	87,1
"Szakiskola"	8 947	4 543	50,8
"Speciális szakiskola"	1 379	945	68,5
"Gimnázium"	19 284	13 715	71,1
"Szakközépiskola"	21 254	13 691	64,4
Higher education	22 076	7 896	35,8

Source: Statistical Yearbook of the Ministry of Education and Culture 2006/07

8.7.5. Average salary of staff working in education, 2005

	Gross (HUF)	Previous year = 100	Net (HUF)	Previous year = 100
Manual workers	101 803	106,6	77 842	105,8

Non-manual workers	125 416	104,7	125 416	104,7
Together	191 133	105,3	119 201	105,0

Source: Statistical Yearbook 2006, CSO 2007.

8.7.6. Teacher training Bachelor programmes eligible to be launched in 2007

Institute	Bachelor programmes
Apor Vilmos Catholic College	Primary school teacher (with ethnical faculties)
	Kindergarten teacher (with ethnical faculties)
University of Western-Hungary	Primary school teacher
	Kindergarten teacher (with ethnical faculties)
	Corrective pedagogy
	Technical instructor
	Agricultural instructor
Univeristy of Debrecen	Kindergarten teacher
	Technical instructor
Eötvös József College	Primary school teacher (with ethnical faculties)
	Kindergarten teacher (with ethnical faculties)
Eötvös Loránd University of Sciences	Primary school teacher (with ethnical faculties)
	Kindergarten teacher (with ethnical faculties)
	Corrective pedagogy
University of Kaposvár	Primary school teacher
	Kindergarten teacher
	Corrective pedagogy
College of Kecskemét	Primary school teacher
	Kindergarten teacher
	Technical instructor
Károli Gáspár University of the Reformed Church	Primary school teacher
	Kindergarten teacher
Kölcsey Ferenc Primary Teacher Training College of the Reformed Church	Primary school teacher
University of Miskolc	Primary school teacher
	Kindergarten teacher
College of Nyíregyháza	Primary school teacher
University of Pécs	Primary school teacher (with ethnical faculties)
	Kindergarten teacher (with ethnical faculties)
	Technical instructor
St. István University	Primary school teacher
	Agricultural instructor
University of Szeged	Primary school teacher (with ethnical faculties)
	Kindergarten teacher
	Corrective pedagogy
Tessedik Sámuel College	Primary school teacher (with ethnical faculties)
	Kindergarten teacher (with ethnical faculties)
Pázmány Péter Catholic University	Primary school teacher (with ethnical faculties)
Peto Institute	conductor
Budapest Business School	Business instructor
Budapest University of Technology and Economics	Technical instructor
Budapest Technical College	Technical instructor
College of Dunaújváros	Technical instructor
Széchenyi István University	Technical instructor

8.7.7. The list of teaching qualifications and the Bachelor programmes eligible for choosing teacher training Masters programmes

Preliminary studies required for the first and second qualifications based on Bachelor programmes

1.a) General subject teaching qualifications in the fields of learning of public education:

Fields of learning	First teaching qualifications	Bachelor programmes and their specialisations eligible for choosing the first teaching qualification
Hungarian language and literature	Teacher of Hungarian language and culture	Hungarian
Foreign languages	Teacher of English language and culture*	- English Studies
	Teacher of German language and culture/ Teacher of German language and culture and German as Ethnic Minorities Studies	- German specialisation of German Studies - German as Ethnic Minorities Studies (within German Studies)
	Teacher of French language and culture*	- French specialisation of Romance Philology
	Teacher Italian language and culture*	- Italian specialisation of Romance Philology
	Teacher of Spanish language and culture*	- Spanish specialisation of Romance Philology
	Teacher of Romanian language and culture/ Teacher of Romanian language and culture and Romanian as Ethnic Minorities Studies *	- Romanian specialisation of Romance Philology - Romanian as Ethnic Minorities Studies
	Teacher of Romology* (Romani language and culture or Boyash language and culture)	- all programmes in arts and humanities, social sciences, law and administration, national defence and military, economic studies, medical and health science, teacher training, sports sciences, arts and art mediation as well as a type C intermediate state-acknowledged language exam in Romani or Boyash
	Teacher of Russian language and culture*	- Russian specialisation of Slavonic studies
	Teacher of Polish language and culture / Teacher of Polish language and culture and Polish as Ethnic Minorities Studies *	- Polish specialisation of Slavonic studies - Polish as Ethnic Minorities Studies
	Teacher of Croatian language and culture / Teacher of Croatian language and culture and Croatian as Ethnic Minorities Studies *	- Croatian specialisation of Slavonic studies - Croatian as Ethnic Minorities studies
	Teacher of Serbian language and culture / Teacher of Serbian language and culture and Serbian as Ethnic Minorities Studies *	- Serbian specialisation of Slavonic studies - Serbian as Ethnic Minorities studies
	Teacher of Slovakian language and	- Slovakian specialisation of Slavonic studies

Fields of learning	First teaching qualifications	Bachelor programmes and their specialisations eligible for choosing the first teaching qualification
	culture / Teacher of Slovakian language and culture and Slovakian as Ethnic Minorities Studies *	- Slovakian as Ethnic Minorities studies
	Teacher of Slovenian language and culture / Teacher of Slovenian language and culture and Slovenian as Ethnic Minorities Studies *	- Slovenian specialisation of Slavonic studies - Slovenian as Ethnic Minorities studies
	Teacher of Ukrainian language and culture / Teacher of Ukrainian language and culture and Ukrainian as Ethnic Minorities Studies *	- Ukrainian specialisation of Slavonic studies - Ukrainian as Ethnic Minorities studies
	Teacher of Latin	- classical philology specialisation of Ancient Languages and Cultures
	Teacher of Ancient Greek	- classical philology specialisation of Ancient Languages and Cultures
	Teacher of Portuguese language and culture*	- Portuguese specialisation of Romance Philology
Mathematics	Teacher of Mathematics	- Mathematics
Man and Society	Teacher of History	- History
	Teacher of communication studies	- Communication and Media Studies - Hungarian - communication and media studies specialisation of the Liberal Arts programme - Film Theory and History specialisation of Liberal Arts - sociology
	Teacher of "Man and Society"	- history - ethnography - psychology - liberal arts - cultural anthropology - Communication and Media Studies - sociology - social studies
	Teacher of Educational Science	- pedagogy - andragogy - social pedagogy - psychology - teacher (in grades 1-4 of primary school) - pre-school teaching - special needs education - philosophy specialisation of Liberal Arts. At least 25 credits of pedagogy-psychology is to be acknowledged except for the philosophy specialisation.
Man and Nature	Teacher of Biology	- biology - bioengineering
	Teacher of Physics	- physics - mechanical engineering - energetics engineering - material engineering
	Teacher of Chemistry	- chemistry - chemical engineering - material engineering
Our Earth and Environment	Teacher of Geography	- Geography - geology
	Teacher of Environmental Studies	- environmental studies

Fields of learning	First teaching qualifications	Bachelor programmes and their specialisations eligible for choosing the first teaching qualification
		<ul style="list-style-type: none"> - geography - geology - environmental engineering - forest engineering - agricultural engineering in environmental management - nature conservation engineering
Arts	Teacher of music and singing	<ul style="list-style-type: none"> - Music/singing - creative arts and musicology - performing arts
	Teacher of moving image and media education	<ul style="list-style-type: none"> - motion picture culture and media studies - Communication and Media Studies - Film Theory and History specialisation of Liberal Arts - Communication and Media Studies of Liberal Arts
	Teacher of visual culture	<ul style="list-style-type: none"> - crafts - environmental design - plastic arts - visual presentation - digital presentation - ceramics design - glass design - metalworking - product design - textile design - graphic design - photography - applied visual design - animation - design and art theory - media design - architectural art
Information Science	Teacher of Informatics	<ul style="list-style-type: none"> - economic informatics - system engineering - software engineering - library informatics
PE and Sports	Teacher of Physical Education	<ul style="list-style-type: none"> - sport coaching
	Health Promotion Teacher	<ul style="list-style-type: none"> - recreation management and health promotion - sport coach - nursing and patient care - health care and prevention - health care management - special needs education - social pedagogy - Human Kinesiology

When selecting a first qualification as a second or additional teaching qualification, the requirement for choosing qualifications marked with an * is to have passed a type C state-acknowledged advanced or equivalent language exam.

1.b) Vocational or arts teaching qualifications in the fields of vocational education, arts vocational education and basic education:

The fields of vocational education,	Vocational or arts teacher	Bachelor programmes and their
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arts vocational education and basic education	qualifications	specialisations eligible for choosing the first teaching qualification *
Technical and IT vocational education	Teacher-engineer (indicating the teaching qualifications with names identical to the relevant Bachelor qualifications in brackets)	For admission, the accomplishment of a relevant engineering or IT Bachelor programme or an identical or similar specialisation of technical vocational teaching programme is required; in which case 25 credits of pedagogy-psychology studies are to be acknowledged
Agricultural vocational education	Teacher of Agriculture (indicating the teaching qualifications with names identical to the relevant Bachelor qualifications in brackets)	For admission, the accomplishment of a relevant agricultural Bachelor programme or a similar or identical specialisation of agricultural vocational teaching programme is required, in which case 25 credits of pedagogy-psychology studies are to be acknowledged
Economic vocational education	Teacher of Economics (indicating the teaching qualifications with names identical to the relevant Bachelor qualifications in brackets)	For admission, the accomplishment of a relevant economics Bachelor programme or a similar or identical specialisation of economics vocational teaching programme is required, in which case 30 credits of pedagogy-psychology studies are to be acknowledged
Special needs education	Teacher of special education	- special needs education

c) Teaching qualifications in religious education:

Religious education	Teacher of religious education	- catechist – pastoral assistance*
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2. Teaching qualifications that can only be obtained as second or additional teaching qualifications

2.a) Teacher training programmes that can only be started after having accomplished 50-credit studies in the relevant discipline:

Second teaching qualifications that can be obtained in addition to or after any teaching qualification	Bachelor programmes or specialisations required for the acknowledgement of 50 credits, and the requirements of selecting the qualification in addition to the first teaching qualification
Speech and Language Therapy teacher	<ul style="list-style-type: none"> - Hungarian - any foreign language Bachelor programme - speech therapy specialisation of special needs education - the specialisation "education of persons with hearing impairment" of special needs education - communication and media science - communication and media science specialisation of liberal arts - pre-school teaching - teaching grades 1-4 of primary school
Teacher of descriptive geometry and technical drawing	<ul style="list-style-type: none"> - mathematics - any programme of the technical field of study - any programme of the IT field of study - architectural art

	- any programmes in Applied Arts or Fine Arts in case of accomplishing 50 credits of descriptive geometry and technical drawing
Teacher of Ethnography and Ethnology	- Hungarian - history - ethnography - cultural anthropology
Teacher of Philosophy	- philosophy specialisation of the liberal arts
Teacher of Ethics	- ethics specialisation of the liberal arts - philosophy specialisation of the liberal arts - religious studies specialisation of the liberal arts - "főiskola" level teacher of ethics and religion under Act LXXX of 1993 - catechist and pastoral assistance Bachelor programme
Teacher of Technology	- physics - environmental studies - any programmes of the technical field of study - teaching grades 1-4 of primary school (technical field of learning)

2.b) Teacher training programmes that may be started after passing a language exam

Teacher teaching a subject in a foreign language (indicating the first teaching qualification)	It may be selected in addition to or after any teaching qualification after passing a type C advanced state-acknowledged (or equivalent) language exam (this foreign language cannot be identical to the foreign language of the first language teacher qualification)
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2.c) Second teaching qualifications that may be selected if fulfilling criteria specified by the higher education institution concerned:

- Teacher of leisure time,
- Teacher of multicultural education,
- Teacher of inclusive education,
- Teacher of family and child protection,
- Teacher of learning and career guidance,
- Teacher of talent development,
- Teacher in a hall of residence,
- Teacher of educational measurement and assessment,
- Teacher of curriculum development,
- Teacher of Andragogy,
- Teacher of quality development
- Teacher of Library Pedagogy.

9. Evaluation of Educational Institutions and the Education System

A basic characteristic feature of Hungarian education administration is that at a national level, direct administrative competency is quite limited, and even the Minister's jurisdiction includes mostly just tasks of regulation and development. As uniform, standardised evaluation structures – operated by the education inspection system created specifically for the purpose – are lacking in Hungary, competence for evaluation are closely associated with competence for control, and these, in the case of educational institutions, are carried out almost exclusively by the owners of such institutions (typically local and county governments). Activities of institution maintainers are primarily financial audits, and controls of legal compliance, conducted in a haphazard manner, rather than evaluation of the institution as such. The internal evaluation system of educational institutions is gradually taking shape under the effect of the self-assessment process completed as a preliminary exercise to quality development.

Evaluation conducted at a variety of levels and for a variety of purposes in Hungary do not come together in one, nationally integrated uniform, standardised structure of evaluation. As a result, with respect to organisations and persons involved in evaluation, their evaluation criteria, methods, and the use of the results reflect a truly multicoloured picture in Hungary.

9.1. Historical Overview

See subparagraphs.

9.1.1. Historical background of evaluating schools/institutions

The present system of evaluating educational institutions has taken more than two decades to evolve to its current level of development. The first part of the 80s saw increasing dissatisfaction about the extremely centralised structure of educational administration. The Act on Public Education passed in 1985 under the effect of that dissatisfaction increased professional independence of institutions in several ways. In addition to a number of other measures the law fully eliminated the institution of education inspection, and the network of inspectors organised into subjects, and meant to inspect the work of teachers. Its place was taken by a network of a primarily advisory/service providing function, the County Pedagogical Institutions. As there was no other mechanism at work to evaluate educational institutions, all external evaluation ceased in Hungary in the wake of the change, and the only assessment still carried out was for legal and financial compliance.

After the political changes the new system of education management was created by the comprehensive re-regulation of education in 1993 (Act LXXIX of 1993 on Public education). The newly created system fitted the new, extremely decentralised system of public administration that fully ensured the independence of local governments. Accordingly, the responsibility of providing educational services was incumbent primarily on the local, regional (county) governments, and educational institutions were made to become the property of local governments. Parallel to that, private schools were established, and so the ratio of schools not operated or owned by local governments reached 10%. As a result, in inspecting and evaluating educational institutions, the local governments were given a particularly important role.

An outstandingly important step from the point of view of education evaluation was the establishment of the National Public Education Evaluation and Examination Centre (*OKÉV – Országos Értékelési és Vizsga Központ*) in 1999. The erection of the new public administration authority brought under one uniform set of management the state operated examination system, and that of pupils' performance measurements (as an input for evaluation). Apart from that, the creation of OKÉV enabled central educational administration to perform inspections in local government maintained educational institutions. OKÉV became the national agency meant to operate the mechanisms designed to evaluate education and the national list of experts.

The first programme of the pupils' performance measurement that served the purposes not only at the top level, but also the individual institutions was the reading comprehension, and mathematical competence survey covering each pupil in grades 5 and 9, in 2001. The institutional level outcomes of the measurement along with the tools to be used to process them was forwarded to each institution, and their maintainer, thus they became a source of information to evaluate the schools. In the two fields above, performance measurements have been carried out usually covering all the students in grades 4, 6, 8 and 10.

The school leaving examination *érettségi vizsga* concluding upper secondary school *középiskola* was not standardised until 2005. The two level (standard and advanced level) *érettségi vizsga* was introduced in 2005, which is based on standard requirements and is a school leaving examination and "entrance examination" to higher education institutions in one. At the same time the former entrance examination to higher education institutions was abolished. The new standardized *érettségi vizsga* also gives an opportunity to compare the educational work done in the upper secondary educational institutions. (Table 3)

The first major governmental programme to promote the creation of the internal (self)assessment of institutions based on earlier Hungarian pilot experience, and international experience related to the application of the EFQM model was the Comenius 2000 programme launched in 1999, which aimed at supporting the dissemination of institutional quality assurance systems. The quality management programmes launched in 1700 institutions were based on self-assessment conducted with the help of consultants. The 2002 amendment of the Act on Public Education made it compulsory for every institution of public education in Hungary to design and operate a scheme for quality assurance.

9.1.2. Historical overview of the evaluation of the educational system

In lack of mechanisms serving structured, standardised, and public evaluation, in the 70s and the 80s, the evaluation of the education system was virtually under the monopoly of education research, and in particular, empirical sociological research. Apart from that, participation in international research projects coordinated by the IEA also played an important role.

The first regular performance measurement of pupils conducted in Hungary with the aim of yielding a system-wide evaluation of the education got underway in 1991, then it was repeated biannually until 1999. It is the Monitor-research that measured the performance of pupils through the testing of samples representing five areas in several grades. The first competence-based performance measurement covering each student of a given grade was carried out in 2001. Performance

measurement concentrated on reading comprehension, mathematical competence and competence in natural sciences of pupils in grades 5 and 9. The same was repeated in 2003 in grades 6 and 10. In 2004 the competence-based measurement continued in the fields of reading comprehension and mathematical competence, in grades 6, 8 and 10, covering all pupils. The measurement of the pupils in grade 8 made it possible for (általános iskola) to obtain information on the pupils' performance at the end of their training period (program). In the 2005/2006 academic year performance measurement was conducted also in forms 4, 6, 8 and 10, in the above fields. However, this year a large percent of the tests were corrected centrally providing a more reliable/accurate result to assess the system. (Table 1) In the academic years 2006/2007 and 2007/2008 the basic competences of pupils were measured in the above four grades. The measurements carried out with similar contents over several years provide the opportunity both at school and at system-level to assess the effectiveness of competence- based education.

Besides the competence-based performance measurement in the 2001-2004 period the Minister responsible for education ordered national system-wide evaluation in the following fields and subjects: programmes of kindergartens (2001/2002), the effectiveness of teaching the Hungarian language and grammar (mother tongue) through examining the (érettségi vizsga) tests of the subject (2002), and language competence of pupils in English and German (2003).

The Minister responsible for education ordered that from September 2004 the heads of educational institutions are obliged to measure and assess those first year pupils whose basic skills and competences have to be improved and supported more effectively than that of the others according to notes from the kindergartens or based on personal experience (impressions).

National Centre for Evaluation and Examination of Public Education (Országos Közzoktatási Értékelés és Vizsgaközpont – OKÉV), established in 1999 (existing as OKÉV until 2006 then integrated into Educational Authority), conducted several thematic national evaluation programmes in the period 2001-2003 (on primary art education, on the education of Roma pupils, and on the professional conditions of courses and schools educating students with slight mental disability). In the past few years there has been an authority inspection in hundreds of schools regarding the following matters: educational administration, teacher employment, claiming normative government subsidy and endorsement. The summarised findings of these inspections give information of certain sub-divisions of public education.

In addition to Hungarian measurement programmes the international context provided by IEA (Civic Education, PIRLS, TIMSS-R) and OECD (PISA, ICT) programmes were sources of invaluable information. (Table 2)

There is no mechanism currently in use in Hungary to serve the purpose of evaluating the education system, more than just provide regular statistical information (e.g. the indicator system, and the system of regular reports based on it). In 1996 Hungary joined the OECD's international educational indicator programme, and has been participating from the very beginning in designing the EU's educational indicator structure. In the absence of a standardised, uniform nation-wide evaluation system the contribution of education research to assessing Hungarian education remains essential. In that respect the publication entitled Education in Hungary (2006), a report on the Hungarian public education published in every three years since 1996 by the National Institution for Public Education is the most important document.

9.2. Ongoing Debates and Future Developments

On the basis of the Ministry of Education's Medium-term strategy on public education development, accepted in 2004, the elaboration of a uniform branch level quality policy, and, as part of the latter, the planning of a uniform branch-level evaluation system was undertaken. The uniform public educational quality assessment-, institutional evaluation- and pupils' performance measurement system completed and adopted in June 2006 aims to connect the elements of national, institutional/external, and institutional/internal evaluation that operate even today, but without mutually reinforcing each other's effect. A stated goal is not to limit the free movement of any of the participants. The following are the major elements of the development of the evaluation system:

- 1 Creating and operating a homogeneous, harmonized measurement and evaluation system
- 2 Reinforcing the role of the Educational Authority as the office operating the national evaluation system,
- 3 Creating/Developing an integrated evaluation information system
- 4 Strengthening the links between external, maintainer-initiated, and the institution's internal evaluation,
- 5 Promoting publicity of the outcome of evaluation projects.
- 6 Reinforcing Educational Authority its role supporting external and internal evaluation, and the creation of standards, designing the on-going strengthening of the evaluation system, and developing the continuous monitoring of the system

In the academic year of 2007/2008, the implementation of the reforms began: the results of the national evaluation were made public, it became a responsibility to use the self-evaluation of the institutions in the assessment of the maintainers governed by legislation, and the implementation of the integrated information system has also begun.

Another initiative serving the further development of the evaluation system was launched following efforts at implementing domestically the major European achievements of education. The initiative concerns the creation and operation of an educational indicator system in Hungary built on the indicator systems of the OECD and the EU, and the establishment of the professional body keeping the structure under permanent control.

9.3. Administrative and Legislative Framework

See subparagraphs.

9.3.1. Administrative and Legislative Framework of schools/institutions

The Act on Public Education sets out the tasks of players at a branch level, at maintainer's level, and of educational institutions in controlling and evaluating education. The functions of the various players fit the general framework of education administration governed strongly by the principle of subsidiarity. The system is characterised by a high degree of institutional, and maintainers' independence, and limited central authority. The authority of the minister responsible for education is rather limited regarding the evaluation of individual institutions, but is quite extensive in terms of creating the conditions of institutional evaluation (regulations, funding, and development). The Act on Public

Education authorises the Minister to instruct the maintainer of the individual educational institutions to have an inspection or pedagogical measurements conducted, a compliance report or analysis made in a given institution under its management, and inform it concerning the outcome. Should the maintainer fail to observe the instruction, the Minister may ask the Educational Authority to carry out the investigation in question.

From July 1st 2004, the Act on Public Education authorizes Educational Authority to exercise control whether public educational institutions follow legal regulations in the following: compulsory admission, maximum number of pupils in classes and groups, prevention of accidents for children and pupils, maximum number of lessons/maximum work load of pupils, conditions of employment, registering educational documents, fulfilling the responsibility of data supply, organisation and transaction of the state examination, principle of equal treatment, minimum requirements of tools and teaching facilities of the institution. Within the control procedure the Educational Authority is authorized to call upon the head of the public educational institution to discontinue or cease the offence. The Educational Authority also informs the Minister responsible for education after which the Minister calls upon the maintainer of the public educational institution to act, while Educational Authority may impose a fine and besides or without the fine may start legal action in order to cease offence.

The Minister, besides responsible for branch level supervision, may also order investigations into general compliance with public administration regulations, and the State Audit Office performs regular financial audits in educational institutions to ensure that public funds are being spent in a lawful manner.

Indirect, national level administrative tasks relating to the evaluation of educational institutions concern the publicity of evaluation results. These include ordering measurements of pupils' performance, and the operation of a statistical information system ensuring external benchmarks to evaluation. The 2004 modifications of the Act on Public education prescribe that within the frame of the national measurement programme the pedagogical activity, especially the development of basic skills and competences of pupils of the educational institutions have to be measured and evaluated. This measurement programme has to be extended to the in-depth analysis of Hungarian language and mathematical skills and competences of all pupils in forms 4., 6., 8. and 10. in each school year. The 2007 modification of the ministerial decree 3/2002 on quality management and quality development in public education specifies the content frames of the national measurement in details.

The results of the national measurement programme have to be publicized on the web site of the Ministry governed by the Minister responsible for education. The results of institutional data have to be made accessible to educational institutions and their maintainers. The latter ensures educational institutions to compare their pedagogical work with other institutions as well as it provides base information if the development and implementation of an adequate institutional improvement programme is necessary.

The establishment and the activity of the National Public Education Evaluation and Examination Centre (*Országos Köznevelési Értékelési és Vizsgaközpont*) was regulated by a separate piece of legislation (government decree 105/1999 (VII.6.) on the National Public Education Evaluation and Examination Centre). As part of the public administration reform, the government established a central office, the Educational Authority, in 2006 that performs on a national scale certain legislation regulated authoritative and other tasks of the minister on both the fields of public education and tertiary education. The government decree on contracting and re-organising several background institutions of the Ministry and on Educational Authority 307/2006 came into force on 1 January, 2007. The Authority as the evaluation and examination centre in public education took over the tasks of the former OKÉV, such as: organising the school-leaving exams, carrying out the national measurements, performing

authoritative and professional supervision. As the Educational Authority supports the minister's work regarding public education, its powers in inspection and evaluation are limited by the restricted freedom of movement of the Minister. Apart from the authorized controlling activity and besides the individual, irregularly conducted inspections not forming part of any system, the inspection-related role of Educational Authority consists of keeping together a team of experts (and updating the list of experts). That national list of experts contains the name and special field of those entitled to carry out inspections (evaluations) in educational institutions. The criteria of being entered on the list as well as the general rules of inspection services have been laid down in a separate decree (Ministry of Education decree 42/1999 (X.13.) on the National list of experts and national examination list, and on the service rendered by experts). Entry on the list is based on an open system of application, and the ultimate decision lies with Educational Authority.

Inspecting and evaluating educational institutions is the responsibility of the maintainers. The Act on Public Education provides uniform obligations on maintainers' administrative functions in both local government and non-state owned educational institutions. The Act recognises obligations of *control/inspection* of e.g. financial management, legitimacy and efficiency, effectiveness of professional performance, and obligations concerning *evaluation* of e.g. assessing the implementation status of tasks specified in the pedagogical programme of institutions and the effectiveness of the teaching provided in a given school as the responsibilities of the maintaining organisation. These generally and loosely worded obligations of control and evaluation do not tie the hands of maintainers in focusing such evaluation efforts on the whole institution, on subjects, or groups of subjects, or individual teachers. Based on the 2003 modification of the Act on Public education, the maintainers of institutions prepared their quality governance programme in 2004 regarding their public educational institutions' network, which among others contains the order of professional, legal, and financial controls planned within the framework of maintainer control. The regulation, however, does not apply to the non-local governmental maintainers, thus their activities of control and evaluation is still not regulated. On the other hand, the law does specify the source of information on the basis of which maintainers must draw up their evaluation. That information is the following:

- 1 Pedagogical measurements, and evaluations carried out by the professional institution under the local government, and expert opinions by experts from the national list of experts
- 2 the results of tests of general culture/education, and the [érettségi vizsga](#),
- 3 Report by the institution of public education prepared by the institution (on an annual basis)
- 4 The views given by the school board.

The law lists in a separate paragraph the procedures for inspecting institutions of public education. That paragraph consistently uses the phrase 'professional control', i.e. it fails to state specific, distinct procedural rules for the financial and legal *control*, and professional *evaluation*.

The Act on Public Education determines the institution's internal evaluations firstly under the obligations of the school's principal, and secondly as part of the institution's compulsory quality development process. It is compulsory for educational institutions to prepare a quality management plan. The modification of the law in 2006 specifies that the programme must be based on internal (self-)evaluation and must record the periods and methods of self- evaluation. The interpretive section of the law defines quality management as an activity aimed at bringing closer the needs of pupils, parents, teachers, school maintainers, and the labour market, with the institution's operation. The decree on the quality management and quality development of public education obligates every institution of public education to provide services that fulfill social and local needs, and to carry out quality development activity based on continuous self- evaluation in order to achieve it..

The person in charge for the operation of the quality management programme of an institution is the head of the institution. Any comprehensive reports and analytical papers must be accepted by the teaching staff.

From 1 January, 2005, the implementation of the quality management programme must be evaluated by the school's teaching staff. The evaluation is to be sent to the maintainer and must be made public in the locally usual way. At the same time as neither internal evaluation nor evaluation by an outside entity (the maintainer) have a set procedure/standards, even internal and external evaluation cannot be guaranteed to harmonise. Only the maintainer has some limited influence on the process by refusing to approve the institution's quality management programme if it is not in line with the local government's quality management programme.

In accordance with the modification of the Act on Public Education in July 2006 the institutional self evaluation has to be based on the results of the National Assessment of Basic Competences. Schools with low performance must prepare a development action plan in order to improve their results.

No legislation in Hungary prescribes formal teacher evaluation. Evaluating the teachers' work is the task of the head of the institution. Some institutions designing their quality management system earlier also designed a plan for internal teacher assessment, which, however, failed to gain sufficient popularity, and so there were no standardisable assessment methods available for the profession. The educational government supports this developmental activity, and the source secured in the central budget for this process was channelled to institutions through tenders regulated by the ministerial decree for the second time in 2008. (11/2008. (III.29.).).

In Hungary there is no legislation regarding institutional teacher-evaluation. To evaluate the work of the teachers is the responsibility of the head of the institution. The previously mentioned modification of the Act on Public Education specifies that the quality management programme of the institutions must include the aspects of the performance evaluation of those governing the institutions as well as of the teachers, and also, the order of evaluation. Some institutions that had previously established their own quality management system, established an internal teachers' performance-evaluating system, but these did not spread at a general level, there are no evaluation processes that could be standardized. In order to establish such evaluation processes, the above, the ministerial decree 2008 secures a separate tender fund for institutions that had already established and apply their teachers' performance-evaluation system and contribute to making "good practice" public.

9.3.2. Administrative and Legislative Framework of Evaluation of the Education System

According to the Act on Public Education, the following are the most important elements of the sector-level competencies of the Minister responsible for education in conjunction with inspection, and evaluation:

- 1 *Evaluation related to curriculum control:* it must, with a frequency of at least once every three years evaluate the experience concerning the application of the most important documents of curriculum regulation;

- 2 *Operating the national evaluation system:* operating OKÉV, in the institutional framework of the Educational Authority, which provides for national and regional level evaluation functions;
- 3 *Information-related tasks supporting evaluation:* operating the information system of Public Education;
- 4 *Ordering the completion of one-off thematic evaluations:* ensuring that measurement, inspection, and research programmes in the interest of evaluation are completed;
- 5 *Evaluation serving development:* the Minister may only comply with his duties of planning the education development process if he has various analyses prepared based on the assessment of the education system;
- 6 *Regulatory tasks:* regulating activities concerning evaluation, e.g. establishing procedural rules related to the national list of experts.

The Minister responsible for education performs his tasks of evaluating the education system through specialised ministerial agencies ('background/authorized institutions'), funding their systems evaluation services, and projects, and supporting their information generation projects through arranging for open tendering. Until 2005 there was no legislation that required on-going evaluation based on indicators and subject to regular reporting, thus these background institutions of the Ministry of Education did not operate such systems. The Act on Public Education from January 2005, requires a continuous, indicator based and frequent reporting obligation besides the evaluation activity. In these procedures the Educational Authority may take part.

9.4. Evaluation of Schools/Institutions

See subparagraphs.

9.4.1. Internal Evaluation

As already discussed above, there are no set standards of evaluation in Hungary, thus the internal evaluation of individual institutions fail to take their place in a broader uniform national system. The widely used traditional form of institutions' internal evaluation is associated with the regular reporting obligation of institutions and principals. Internal evaluation was given a new meaning in the mid 90s as institutions had to evaluate their own activities for creating their professional profile and preparing their teaching programmes. Apart from that, educational institutions had to prepare a teacher further training plan, for which the input they needed were the evaluation of their teachers' competences to have the adequately qualified teachers for the implementation of the school programmes. Traditional internal evaluation is conducted by school management, or sometimes the heads of the part of the teaching staff concerned. The most general method includes lesson visits, followed by de-briefing. In institutions already operating a quality management system the most general tool of internal evaluation (pedagogical work) is the SWOT analysis in tandem with measuring the satisfaction rate of parents and pupils in some simple way (mainly with the use of a questionnaire).

The methodologies and activities connected to internal evaluation are framed by the 2006 amendment of the Act on Public Education. It makes the complex internal evaluation a compulsory part of the institutional quality assurance programme, it defines its periodicity/frequency and methodology, and its connection to the maintainers quality assurance system. It lays down that during the implementation of the institutional quality assurance programme the results of the National Assessment of Basic Competences and the standpoints of the teachers' performance evaluation and the order of the evaluation have to be taken into consideration. Furthermore the implementation of the institutional quality assurance programme has to be assessed in every other year. On the basis of the internal

assessment the public educational institution must prepare an arrangement/action plan that ensures harmonisation of the professional aims and the operation of the institution.

9.4.2. External Evaluation

In lack of a uniform national standard, external evaluation practice is in fact a mixture of development oriented and education policy oriented evaluation (the latter meaning a report serving to prepare a decision by the maintainer). A research project in 2001 on the operation of education management by local governments suggests that since the passing of the Act on Public Education in 1993 85% of larger local governments have investigated the financial operation of institutions maintained by themselves, and over 50% inspected teaching in their schools. The frequency of inspection tends to grow with the size of the particular local government. The amended Act on Public Education requires an evaluation in each institution at least once in every four years since 2004. According to the 2006 modification of the Act on Public Education at external evaluation ordered by the maintainer the internal evaluation of the institution has to be taken into consideration, the arrangement/action plan prepared by the institution has to be approved by the maintainer. (The above measure does not apply to maintainers of other than local authority, which means that they are not obliged to prepare a quality assurance programme and the external evaluation of this sector is not regulated.) Local governments usually hire evaluation firms in the market to evaluate upper secondary schools. Ordering the same service from a professional service provider operated by the local government, or asking an expert from the national list takes place much less frequently.

9.5. Evaluation of the Education System

See paragraph [4.12.](#)

9.6. Research on Education

As discussed above, short of a structured, uniform, and standardised evaluation system, education research performs most of the duties related to educating the education system. The base institution for that was the National institute for public education that prepares analyses evaluating the entire system, based partly on its own empirical research and partly on investigations by numerous university ([egyetem](#)) research centres. In measuring the output of the education system, pupils' performance tests carried out by various research workshops are similarly important. (Table 4.)

9.7. Statistics

9.7.1. Tables of PISA examination

9.7.1.1. Average performance of students, Pisa

	Hungary	OECD average
Reading comprehension	482	492
Mathematics	491	498
Natural Sciences	504	500

Source: PISA summary report. Education Authority 2008.

9.7.1.2. Changes in Pisa results in Hungary between 2000-2006

	Reading comprehension	Mathematics	Natural Sciences
Pisa 2000	480	-	504
Pisa 2003	482	490	503
Pisa 2006	482	491	504

Source: <http://oecd-pisa.hu/>

9.7.1.3. Ratio of students (%) at the different levels of Pisa - natural sciences, scientific literacy

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Hungary	97,3	85,0	58,9	27,8	6,9	0,6
OECD average	94,8	80,8	56,7	29,3	9,0	1,3

9.7.1.4. Ratio of students (%) at the different levels of Pisa - reading literacy

	Level 1 failed	Level 2 weak	Level 3 average	Level 4 good	Level 5 excellent
Hungary	20,6	79,4	54,1	23,5	4,7
OECD average	12,8	79,7	57,0	29,2	8,5

9.7.1.5. Ratio of students (%) at the different levels of PISA - complex mathematical literacy (%)

	Level 1	Level 2	3. szint	4. szint	5. szint	6. szint
Hungary	21,2	78,6	53,6	27,0	10,3	2,6
OECD average	26,3	73,7	50,5	27,8	11,0	3,4

Source: PISA 2006 Summary Report. Education Office 2007.

9.7.1.6. Reading literacy skills of students in grade 4 based on PIRLS, IEA 1991 and PIRLS 2001 (standard scores)

PIRLS 2001	Comparative analyses of reading comprehension skills in IEA		
	1991	2001	difference
543	475	459	16

Source: Study on Hungarian Public Education 2003.

9.7.2. Tables of PIRLS examination

9.7.2.1. Average scores of reading literacy of students in PIRLS, 2001 and 2006

Average			Male			Female		
2006	2001	Change	2006	2001	Change	2006	2001	Change
551	543	+8	554	551	+3	548	536	+12

Source: PIRLS 2006 Comprehensive study on the reading comprehension skills of students aged 4, Education Office 2007

9.7.2.2. Relative difference of results between reading literacy for private use and for retrieving information, PIRLS

Average score in reading literacy for private use	Average scores in reading literacy for retrieving information	Relative difference
557	541	16

Source: PIRLS 2006 comprehensive study on the reading comprehension of students aged 10, Education Office 2007.

9.7.2.3. Trends in reading literacy for own experience (private use), PIRLS

PIRLS 2006 Average scores	PIRLS 2001 Average scores	change
557	548	8

Source: PIRLS 2006 comprehensive report on the reading comprehension skills of students aged 10, Education Office 2007

9.7.2.4. Trends in reading literacy for retrieving information, PIRLS

PIRLS 2006 Average scores	PIRLS 2001 Average scores	change
541	537	4

Source: PIRLS 2006 comprehensive report on the reading comprehension skills of students aged 10, Education Office 2007

9.7.2.5. Relative difference between the results of thinking operations,

Information retrieval and straight consequences (average scores)	Analyses, summary, evaluation (average scores)	Relative difference
544	554	10

Source: PIRLS 2006 comprehensive report on the reading comprehension skills of students aged 10, Education Office 2007

9.7.2.6. Trends in result retrieving. information and drawing of straight consequences, PIRLS

PIRLS 2006 Average scores	PIRLS 2001 Average scores	change
544	540	4

Source: PIRLS 2006 comprehensive report on the reading comprehension skills of students aged 10, Education Office 2007

9.7.2.7. Trends in results – Analyses, summary and realtive difference, PIRLS

PIRLS 2006 Average scores	PIRLS 2001 Average scores	change
554	545	9

Source: PIRLS 2006 comprehensive report on the reading comprehension skills of students aged 10, Education Office 2007

9.7.2.8. Ratio (%) of students at the different skill levels levels, PIRLS

Excellent	Good	Average	Weak
14	53	86	97

Source: PIRLS 2006 comprehensive report on the reading comprehension skills of students aged 10, Education Office 2007

9.7.2.9. Change in the ratio of students at the different skill levels compared to 2001 (%), PIRLS

Excellent		Good		Average		Weak	
2006	2001	2006	2001	2006	2001	2006	2001
14	10	53	49	86	85	97	98

Source: PIRLS 2006 comprehensive report on the reading comprehension skills of students aged 10, Education Office 2007

9.7.3. Tables of TIMSS examination

9.7.3.1. Average results on content and cognitive fields in Mathematics, TIMSS, 2007

Grade 4			Grade 8		
Average scores in content fields	Algebra	510 (3,7)	Average scores in content fields	Algebra	517 (3,6)
	Geometric shapes and measurement				
	Data Graphics	504 (3,5)		Geometry	508 (3,6)
Average scores	Knowledge	507		Data and probability	524

in cognitive fields		(3,5)	Average scores in cognitive fields		(3,3)
	Application	511 (3,4)		Knowledge	513 (3,1)
	Analyses	509 (3,8)		Application	518 (3,3)
				Analyses	513 (3,2)

Source: TIMSS 2007 Comprehensive study of skills in Mathematics and natural sciences of students in Grades 4, 8, Education Office 2008.

9.7.3.2. Average results in Mathematics, TIMSS 1995-2007

Grade 4			Grade 8		
2007	510	(3,5)	2007	517	(3,5)
2003	529	(3,1)	2003	529	(3,2)
-			1999	532	(3,7)
1995	521	(3,6)	1995	527	(3,2)

Source: TIMSS 2007 Comprehensive study of skills in Mathematics and natural sciences of students in Grades 4, 8, Education Office 2008.

9.7.3.3. TIMSS 2007 on the average results in content and cognitive fields of Natural Sciences

Grade 4			Grade 8		
Average scores in content fields	Living world	548 (2,8)	Average scores in cognitive fields	Biology	534 (2,7)
	Physical world	529 (3,3)		Chemistry	536 (3,5)
	Geology	517 (3,5)		Physics	541 (3,2)
Average scores in content fields	Knowledge	531 (3,2)	Average scores in cognitive fields	Geology	531 (2,9)
	Application	540 (3,0)		Knowledge	549 (3,0)
	Analyses	529 (3,7)		Application	524 (3,0)
				Analyses	530 (3,0)

Source: TIMSS 2007 Comprehensive study of skills in Mathematics and natural sciences of students in Grades 4, 8, Education Office 2008.

9.7.3.4. Changes in average scores in Mathematics, TIMSS 1995-2007

Grade 4	Grade 8
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2007	536	(3,3)	2007	539	(2,9)
2003	530	(3,0)	2003	543	(2,8)
-			1999	552	(3,7)
1995	508	(3,4)	1995	537	(3,1)

Source: TIMSS 2007 Comprehensive study of skills in Mathematics and natural sciences of students in Grades 4, 8, Education Office 2008.

9.7.4. Data of R&D

9.7.4.1. Data of R & D units by types of organization, 2007

Staff number, expenditure	R & D institutes and other research units	R & D units of higher education	R & D units of enterprises	Total
2000				
Number	8 204	8 859	6 471	23 534
Of which:				
Number of R&D Staff	4 653	5 852	3 901	14 406
Number of support staff	2 086	1 241	1 839	5 166
Support staff by 100 R&D people	45	21	47	36
Expenditure, Million HUF	24 472	23 124	33 760	81 356
Of current expenditure:				
Ratio of salary and income in %	51,5	65,0	53,0	56,0
Ratio of cost of materials in %	14,9	26,2	16,1	18,6
Investments, million HUF	3 022	2 187	12 943	18 152
Total expenditure, million HUF	27 494	25 310	46 704	105 388
2007				
Number	7 834	7 778	10 342	25 954
Of which:				
Number of R&D Staff	4 572	5 833	6 986	17 391
Number of support staff	1 798	1 023	2 320	5 141
Support staff by 100 R&D people	39	18	33	30
Expenditure, Million HUF	55 178	52 494	104 686	212 358
Of current expenditure:				
Ratio of salary and income in %	58,2	66,8	49,4	56,0
Investments, million HUF	4 159	4 871	18 983	28 013
Total expenditure, million HUF	59 337	57 365	123 669	245 693*

*) Including amounts from state budgetary sources utilised outside R & D units and including the honorarium, salary complements of scientific degrees, moreover, the amounts of state scientific scholarships.

Source: Hungarian Statistical Yearbook 2007, CSO 2008.

9.7.4.2. Financial resources of R&D expenditures *

(million HUF)

Years	Financial source				Total
	Enterprises	State capital	Other Hungarian	International	

			sources	bodies	
R&D expenditure					
2000	39 790	52 207	2 189	11 202	105 388
2005	81 954	102 665	974	22 171	207 764
2006	103 040	106 538	1 498	26 877	237 953
2007	107 769	109 117	1 574	27 233	245 693
Of which investment					
2000	10 901	5 301	258	1 692	18 152
2005	19 533	10 404	90	2 170	32 197
2006	29 129	10 264	100	2 250	41 743
2007	16 770	9 181	144	1 918	28 013

a) Including amounts from state budgetary sources utilised outside R & D units and including the honorarium, salary complements of scientific degrees, moreover, the amounts of state scientific scholarships.

Source: Hungarian Statistical Yearbook 2007, CSO 2008.

9.7.5. Results of the new school leaving examination

9.7.5.1. Exam results and average marks of school leaving examinations - standard level

Subject	2001-2003	2005	2006	2007	2008
Hungarian Language and Literature	3,40	3,49	3,40	3,47	3,39
History	3,50	3,69	3,72	3,48	3,67
Mathematics	3,17	-----	3,32	2,82	2,95
English	3,86	3,33	3,24	3,69	3,66
German	3,74	3,43	3,43	3,65	3,46
Physics	3,21	3,76	3,64	3,46	3,74
Chemistry	3,32	3,63	3,52	3,69	3,85
Biology	3,67	3,82	3,91	3,45	3,32
ICT	3,75	3,40	3,60	3,83	3,46

Source: www.oh.gov.hu

10. Special Educational Support

10.1. Historical Overview

The institutional education and teaching of disabled children began in the early 19th century. First the *Education centre for the deaf* opened in 1802 in the city of Vác, and in 1825 the Institute of the Blind in Pest. In 1875 they established an institution for children with mental disabilities, in 1891 children with speech disturbances, and in 1903 children with physical and locomotor disabilities were given a separate educational institution. In 1900 the education of students with mental disabilities was diversified based on the seriousness of the disability. In 1921 the Act on education prescribed compulsory education for those disabled but possible to educate, which marked the beginning of the institutional education of children visually and hearing impaired.

From 1948 on, following the nationalisation of schools and other institutions, the state itself embraced the task of looking after the disabled.

By the 1980s a differentiated structure of institutions of corrective pedagogy came to exist in Hungary in which blind, deaf, physically impaired children, and children with speech disturbances and medium serious mental disabilities (imbecile) had their own kindergarten, and pupils with physical disability, sensory impairments, and multiple disabilities had their own schools. The institutions for children with physical, or sensory impairments, and speech disturbances, and children with physical disabilities, and half of the schools of mentally disabled pupils operated under the same management with a students' home (working together as a boarding school). Social integration as the ultimate aim was the clear and most explicit objective even at that time. Using separate institutions for the purpose was rooted in the conviction that children suffering from the same problems may develop better, and that the groups from which they would be lifted out would be more homogeneous.

Classes, groups of pupils with light mental disability in a group of healthy pupils play an important role even today, and show up an example of the simplest way of integrated education.

Teaching mentally disabled children operated as a closed institution until the passing of Act 1 of 1985 on education as the qualification obtained in that school did not entitle its holder to continue studies. In 1985 the closed nature of those schools came to an end, and a new institution, the special [szakiskola](#) was created to ensure upper secondary education to pupils impossible to teach together with other pupils. Allowing the creation of that institution meant a milestone in teaching vocational skills to disabled young persons.

The amendment of the Act LXXIX of 1993 on Public education (hereinafter Act on Public Education) in 2003 extended the traditional categories of disability on children with light or more serious autism, and those with psychic development disturbances and with consequent serious hindrances in the learning process, and classified them as entitled to special care. Because of an increase in the number of children and students with special educational needs due to psychic development disturbances- five the times within five years- and because of the significant dispersion among different counties there has been a correction in the rules of diagnostic work and the relevant population was fully re-examined in 2007. (see [10.3.](#) : Definition and Diagnosis of the Target Group(s)).

The scientific foundations of Hungarian corrective pedagogy were laid in the early 20th century. The relevant efforts of scientists rooted in medical sciences, experimental psychology, and the study of children. Corrective pedagogy teachers were first trained in 1900 in Vác. In 1906 the institution moved

to Budapest as the independent Training Institution for Corrective Pedagogy in Single Structure Primary schools. From 1922 training was extended to upper secondary teacher training as well. From 1928 it was given *főiskola* status. In the same year the training time was raised to 4 years, and in 1932 it began to issue *főiskola* degrees.

From January 2000 – following from the decision on the integration of institutions of tertiary education – the independence of the *főiskola* came to an end, and it continued its operation as the faculty of corrective pedagogy of the Eötvös Lóránd University of Sciences (*Eötvös Lóránd Tudományegyetem*).

Training in corrective pedagogy has seven courses/fields of study: pedagogy for hearing impairment, for visual impairment, speech disturbances, learning hindrances, mental hindrances, psychopedagogy (children hard to educate), and somato-pedagogy (those with locomotor hindrances). Students of corrective pedagogy have a so-called grounding phase during their course, and from term 3 they may specialise, and from term 5 they can choose between the teaching and the therapist profession, and orientate their studies accordingly. From September 2006 the two cycles of Bachelor and Master courses were introduced also in the education and training of corrective pedagogy.

10.2. Ongoing Debates and Future Developments

Isolated education – with all its advantages from a professional point of view – has serious drawbacks in terms of social integration outside and after school.

Under the influence of integrated education in international practice, from the 1980s onward the Hungarian teaching profession increasingly applied that method, and today there are integrated forms of teaching in most areas of public education, increasing the options for pupils between the two forms.

The Act LXXIX of 1993 on Public education, with the exception of the content of the 2007 modification of the legislation based upon the re-examination of students with special educational needs due to some kind of psychic development disturbances, (See **10.3.**: Definition and diagnosis of the target group), does not take a stand on the issue whether disabled children have to be taught/educated in institutions/forms created for that purpose or together with others. It enables both ways, and the only criterion it sets for education of children with special needs is that the required staffing and equipment must be in place.

Special schools were created for disabled children formerly exactly because in 'normal' groups these children kept failing. In other words: if special needs are not catered for, then pupils will be restored to a system that proved unsuccessful previously.

Although there were possibilities for disabled children to participate in mainstream education, but legislation did not define integrated education as such, it did not promote its use at institutions nor was there any content specified. Statistical data collection directed to map this form of provision was also non-existent.

Reforms and development projects currently underway place special emphasis on ensuring the conditions of integrated education/teaching in as many institutions as possible. The implementation of it was/is supported by the National Development Plan. It was a new type of challenge to plan for longer period than the budgetary year with the new type of special elements, the international checking and negotiations, and then the creation and management of the projects serving implementation. In 2006 the Parliament accepted and approved The New Hungary Development Plan (National Reference Framework of Hungary) for the period of 2007 – 2013. The objective of the development plan is still to see the ratio of children in integrated teaching/education rise. A strong convergence can be experienced between the experts of majority institutes and corrective pedagogy institutes. One of the sources of efficiency problems in the Hungarian education is the data-based curriculum. Changing this, by elaborating and spreading competence-based programme packages, and parallel to this preparing the teaching conditions for competence-based curriculum (infrastructural and human), will support the efficient co-education of students with special educational needs. The legislative conditions of integrated education have been provided, and the more critical issue today is the professional training of the host institutions. The strategy elaborated aims to ensure support through:

- 1 strengthening cooperation between institutions of corrective pedagogy, and host institutions agreeing to do integrated education, during which experts of institutions of corrective pedagogy help host institutions in shaping their programmes of integration, and in organising and/or performing special tasks, necessary supplementary services, and supervision;
- 2 planning to lay the foundations of a supporting service network built on that effort that would provide further assistance to satisfy special care and other needs;
- 3 encouraging teachers of host institutions to attend further training courses to familiarise with accredited programmes aimed at preparing them for integration;
- 4 elaborate practice oriented training programmes preparing for integration on the basis of already successful integration programmes.

10.3. Definition and Diagnosis of the Target Group(s)

The Act on Public Education distinguishes between two categories of children/pupils with requiring special attention and care:

- 1 children/pupils with special educational needs (disabled);
- 2 children/pupils suffering from behavioural and learning difficulties.

In addition to the two groups above, there are legal and professional measures to promote the successful education and teaching of primarily Romany children.

National and county level committees decide on the physical, sensual, mental, or speech disorders. The visual, hearing, and speech examination expert and rehabilitation committees operate on national level, and expert and rehabilitation committees examining learning abilities operate both in the capital and in the county centres. The head of the committee is a teacher of corrective pedagogy/remedial teacher in the field of disability. The members of the committee are psychologists, and specialized doctors of the field. They prepare an expert opinion about the child and they make a proposal for the institutions of kindergarten and school education as well as the special requirements in connection with the education, training and skill development of the student.

These committees do not only recommend students to be placed into specialized classes or institutions but they are the ones also to propose integrated education for students. According to the

Act on equal opportunities the parents of students with special educational needs have rights choosing the institution and influence the decision making about where their children are placed. Should there be a misunderstanding between the parents and the Committee, a decision is to be made according to the procedure specified in the ministerial decree. (See: **10.6.4.** Admission requirements and choice of school).

In the academic year of 2007/2008 the Act on Public Education was modified with respect to the definition of the target group and in the 14/1994 Ministerial decree on qualification obligations and pedagogical special services and regulating the operation of the expert committees (see: **10.6.4.**). The background to this public education-political decision to change the legislation was a continuous increase in the number of children, students with special educational needs, more specifically those needing special education due to psychic development disturbances, and the significantly differing rate among different counties. Based on the measurements :

- There was a revision of the ones involved based on strict criteria
- the need for special education was terminated if the severe and long-lasting disorder of recognition functions or behavioural development were not justified
- if the severe and long-lasting disorder of recognition functions or behavioural development were recognised but were not due to organic reasons, and the student participated in corrective teaching- education in a special class, faculty or school, measurements were taken in order that the student in the following academic year can participate in general, that is, integrated, education. This measurement serves to hinder unreasonable segregation.

10.3.1. Children/pupils with special educational needs (disabled)

From a teaching point of view special educational needs (disability) mean any non-normal development caused by a serious disturbance of the intellect, vision, hearing, movement, speech organs or emotional life. It is a state in which the child's individual characteristics divert from normal to such an extent where any development is only possible through special equipment, methods, and aids of (corrective) pedagogy.

Instead of the term 'disabled child/pupil' the Act on Public Education uses 'children/pupils with special educational needs' wherever that does not blur meaning, and provides a list of those who belong to that category: *Children who, on the basis of the committee of experts on rehabilitation qualify as suffering from a physical, sensory, intellectual, or speech disability, autism, or several of the above, or as being permanently and seriously hindered in the education and learning process due to disturbances of psychic development (e.g. dyslexia, dysgraphia, dyscalculia, abnormal hyperkinesy or abnormal activity disturbance).*

The operation of committees of experts (see: **10.6.4.**) is regulated in ministerial decree 14/1994 on the compulsory training, and pedagogical services

Ministerial decree 23/1997 on the Guidelines of kindergarten education of disabled pupils and the 2/2005 decree of the Minister of Education and Culture on guidelines of school education of disabled

pupils, hereinafter: Guidelines on the national categories of special educational needs provides the following criteria of classification:

- 1 Physical deficiency (locomotor hindrance): significant and permanent limitation in the ability of free movement due to an innate or acquired damage or functional disturbance of the locomotor system leading to changes in movement-based learning and socialisation. The extent to which the pupil requires special education is determined by the time, form, and rate of the damage.
- 2 Visual impairment (blind, functionally blind, having poor vision): a state developed as a result of injury to the eye, the optic nerve, or the cortical vision centre that changes the activity of learning, the ability to adapt, and the entire personality. From a pedagogical point of view those pupils are visually impaired whose visual capacity is between 0 and 0,33 with both eyes and with spectacles, where 1 is perfect vision. In addition to the above:
 - 3 those whose visual performance is totally missing (0 vision) are blind.
 - 4 Those who have some negligible power of vision, who are sensitive to light, read with their fingertips on the surface, or only perceive large objects (light sensitivity: -0.1) are functionally blind
 - 5 Those with poor vision have a visual capacity of 0.1-0.33.
- 6 Auditory impairment (deaf, hard of hearing): speech, language, and as a result, the personality develops differently under the effect of missing or deficient hearing. More specifically:
 - 7 deaf: serious loss of hearing (loss in the ordinary speech pitch-range remains below 90 dB)
 - 8 hard of hearing: the average of hearing levels in the ordinary speech pitch range equals 30-45 dB, with medium level auditory impairment 45-65 dB, with serious auditory impairment 65-90 dB).
- 9 Mentally disabled: in accordance with the seriousness of mental disability, and pupils' needs for development the Act on Public Education defines the following groups: light mental disability (learning difficulty), medium serious mental disability (mentally hindered), subject to compulsory training – **10.6.5.2.** – (serious and very serious) during their age of compulsory schooling.
- 10 Speech impairment: due to innate or acquired disturbances of the nervous system and influences from the immediate environment a speech impediment of significant proportions develops resulting in temporary or lasting disturbances in the ability to speak, communicate, and learn, and so in social relations. The impediment may be apparent through problems of pronunciation of speech sounds, disturbances of perception and understanding of speech, arhythmic speech, immaturity of graphomotor and visuomotor coordination, and failure of segmental abilities accompanying general weakness of speech. Different kinds of disphonia, abnormal modifications of sound production are also classified as speech impairment.
- 11 Autism, light autism (pervasive developmental disturbance): a qualitative damage of the social, communication, and special cognitive skills apparent through a characteristic set of behavioural symptoms. The most typical signs include cognitive deficit in the area of social skills requiring reciprocity, and flexible thinking, and creativity, uneven rates of intelligence and ability profile, and consequential stereotypical behaviour, interest, and activity.
- 12 Compound impairment: simultaneous presence of several impairments.
- 13 Serious compound impairment: impairment for lifetime, simultaneous presence of at least two impairments (or serious disturbance) because of the damages of the physical structures such as communication, ability of speaking, motoric, and sensual perception. The psychophysical performance of the person concerned are different from the average to the extreme ends, therefore he/she is seriously hindered in his activities and in his life in society. In the background of the serious or multiple (compound) impairments there is usually a serious and complex damage of the central nervous system that was damaged in an early childhood period. Impairments may appear in different combinations and in different time of the person's lifetime.
- 14 Severe and long-lasting disorder of recognition functions or behavioural development.

10.3.2. Children and pupils suffering from behavioural and learning difficulty

At children after excluding impairments or disabilities who demonstrate/show backwardness in development and/or in learning there is usually behavioural and learning difficulties defined. The examination is carried out for the demand of the parent(s) because of the child having difficult time learning techniques of social behaviour, or he/she shows low results or lack of success in certain school subjects or other areas in life. All these usually come together with behavioural problems. The examination is carried out by the experts (psychologist, teacher of corrective pedagogy, etc.) of the educational guidance office. Improvement of the child is assured in kindergarten and in public educational institutions on the base of the expert report supplemented with a special therapy that is carried out by an educational guidance counsellor if it is necessary.

10.4. Financial Support for Pupils' Families

All pupils of special educational needs (disabled) are entitled to free school books on the basis of Act XXXXVII of 2001 on Schoolbook market rules.

A raised amount of family allowance is payable to families raising a permanently ill or seriously disabled child as provided in Act LXXXIV of 1998 on Subsidies to families. However, the families of not all pupils qualifying as being of special educational needs (disabled) from an educational point of view are entitled to raised family allowance. That allowance is only due to families whose child requires permanent or intensive nursing and supervision on account of a lasting illness or serious disability listed in ministerial decree 5/2003. on diseases and disabilities resulting in entitlement to a raised amount of family allowance. (The decree also defines the institutions – doctor's surgery, expert committee, etc. – empowered to certify lasting illness and/or serious disability).

The Act LXXXIV of 1998 on Subsidising the family entitles the mother, or after the child reaches 1 year of age, also the father, to child-nursing leave until the child reaches 3 years of age. During that period they receive so-called child-nursing support. Parents of children permanently ill or seriously disabled may claim that until the child reaches 10 years of age, but eligibility may be extended on the basis of equity until the child reaches 14 years of age.

The Act III of 1993 on Social administration and social benefits establishes general eligibility to a public health treatment pass to children whose health problems entitle his/her parents to claim a raised amount of family allowance. The person having a public health treatment pass is entitled to a given set (determined by a decree given out by the Minister responsible for health) of medication, and medical accessories, and their reparation free of charge. What pharmaceuticals or medical accessories form part of the set is determined by the Minister responsible for health in a decree.

Act III of 1993 on Social administration and social benefits entitles a person above 18 years of age nursing a close relative who is seriously disabled, and incapable of taking care of him/herself regardless of the age of such person, or permanently ill, and under the age of 18 to claim nursing fee. The amount of the nursing fee may not be less than the 80 – 130% of the lowest sum of the old-age pension of the time. The period of disbursement of the nursing fee counts as qualifying period for pension.

Act LXXXIII of 1997 on the Provisions of compulsory health insurance and its implementation instructions, and the Governmental decree no. 85/2007 (IV. 25.) on Discount fares on public transportation jointly ensure free travel to a disabled child/pupil, and up to two escorts if necessary provided that the travel relates to rehabilitation treatment or development.

10.5. Special Provision within Mainstream Education

See subparagraphs.

10.5.1. Specific Legislative Framework

- 1 The Constitution of the Republic of Hungary provides the following: 'The Republic of Hungary promotes equality before the law by taking action to prevent unequal opportunities.' The letter of the Constitution ensures 'the right of every child to the protection and care necessary to their appropriate physical, intellectual, and moral development.' Parents have the right of 'choosing the kind of education they find suitable for their children.'
- 2 The Act LXIV of 1991 on Ratifying the 1989 UN Convention on the Rights of the Child.
- 3 The Act LXXIX of 1993 on Public education multiply amended specifying in great detail provisions to disabled children and pupils.
- 4 The Act XXVI of 1998 on the Rights of disabled persons and on ensuring them equal opportunities. The law establishes the rights of disabled persons in the area of their environment, communication, transport, and supporting services, medical accessories, and names further areas of development where equal opportunities must be further promoted: health, education, employment, the living environment, culture, and sport.

10.5.2. General Objectives

The Act LXXIX of 1993 on Public education regulates the provision of disabled children and pupils within the bounds of general legislation, and lays down measures of positive discrimination. The fact of common regulations concerning the equality, and human equivalence of disabled and healthy children also expresses the inherent pedagogical approach. Education based on the concept of equality aims to allocate disabled children their share of the same cultural values through schooling as non-disabled children, even if the content and the competences to be acquired by disabled ones must be adjusted to the nature of their disability.

A separate chapter of the Act on Public Education concentrates on giving effect to the right to special care, and rehabilitational employment. In line with the Convention on the Rights of the Child disabled children and pupils are entitled to be given the kind of special pedagogical attention from the moment their disability was stated. Therefore in the case of disabled children the range of services available under public education extends on the age prior to kindergarten age (0-3 years of age). (early development: **10.6.5.1.)**

The law ensures the conditions of public education also for seriously disabled children and children with multiple disabilities. (Development preparation, development school education 10.6.5.2.)

The Act on Public Education specifies the National Core Programme of Kindergarten Education, and the National Core Curriculum as the basic documents regulating the content of kindergarten and school teaching/education.

10.5.3. Specific Support Measures

See subparagraphs.

10.5.3.1. Specific supporting measures – public education

As regards support measures, there is no difference based on whether the pupil participates in separate or integrated education/teaching. In both cases pupils have the same rights, and the training providers the same obligations.

The Act on Public Education aims to satisfy the special educational needs of disabled children/pupils by ensuring extra services, and measures of positive discrimination:

- 1 A school teaching disabled pupils may set a period longer than a school year to teach the teaching material of one year in its local curriculum.
- 2 When calculating the average number of forms/groups, a disabled child/pupil must be counted as 2 or 3 depending on the type of disability, i.e. teaching provided to them on a separate basis may have a maximum forms/groups size of 7-15, and even in integrated education that statutory multiplier guarantees smaller form/group size.
- 3 In institutions teaching, educating disabled children – regardless of the fact whether education/teaching is provided to disabled children only or to disabled and non-disabled alike – compulsory medical and pedagogical/rehabilitation sessions- and developmental sessions in the case of severe and long-lasting disorder of recognition functions or behavioural development not due to organic reasons- must be held beyond the normal curricular lessons set for every school. The number of lessons for rehabilitation purposes may reach 15-50% of the lesson number to be spent on statutory sessions of non-rehabilitation subjects, the number of lessons for developmental sessions may reach 15% of the lesson number spent on statutory sessions of non-rehabilitation subjects. The time-table may be flexibly rearranged among grades, forms, and teaching weeks during the school year.
- 4 The principal may exempt the disabled pupil from under some subjects or parts of those subjects, and from under evaluation and grading at the suggestion of the expert committee on rehabilitation. In the event of exemption the development and the catching-up of the particular pupil must be ensured through following an individual development plan for the pupil. At the examination of basic culture and development and at the [érettségi vizsga](#) the pupil may choose a subject different from the regular subjects as laid down in the examination regulations.
- 5 A disabled pupil is entitled to a longer period for preparation at an examination, and the teaching aids used during the study period (typewriter, calculator, etc.) may be allowed for use, or if necessary, a written examination may be replaced with an oral one or the other way around.

Differentiation and individualisation has come up as a growing need even in the education and teaching of healthy children over the last decade. The Act on Public Education classifies the necessity of special educational care for those children and pupils who have difficulties of integration, show behavioural problems, and learning difficulties, and even though they do not divert conspicuously from the average so that they should be classified into disabled children with special educational needs, however, in order to successfully comply with their schooling obligations, they need special attention, and a set of supplementary services.

Supplementary services are provided primarily by the education counselling offices, and institutions of speech therapy, both belonging to the institutions of pedagogical services (*szakszolgálatok*). The functioning of pedagogical services (*szakszolgálatok*) is provided by the ministerial decree 14/1994 on Compulsory training, and pedagogical services.

The tasks of education counselling may be divided into 3 major groups:

- 1 Identification of the problems of the children, and give an expert opinion (write a report of a child at the request of the kindergarten (*óvoda*) prior to inception of school if the child's level of development so requires);
- 2 The establishment if a student has difficulties of integration, shows behavioural problems, and learning difficulties, write expert opinion, prepare the student for school by involving the teachers and parents, support the work of the kindergarten (*óvoda*) or school that deals with the particular pupil, and advise the parent on educational approach at home;
- 3 The execution of the expert opinion is the responsibility of the educational institution, during which it explores the facilitating and hindering circumstances and also the deficiencies regarding the development of the student. In order to stop deficiencies, when necessary, it advises the affected leaders, teachers, board of teachers of the institution, contributes in the elaboration of problem solving suggestions, and calls the attention of the maintainer, when justified by the measurement.
- 4 Personal interaction with the child. This task includes pedagogical and psychological support, development, therapeutic care to the child, student, and supports the teaching, educational work of the teacher, and may render school- psychological services as well.

In the event that the educational counselling service finds grounds for suspicion of physical, sensory, mental, speech or other disability or impairment they will suggest that the parents subject the child to an examination by the competent committee of experts on rehabilitation (for details of committees see **10.6.4.** Admission requirements and choice of school).

The task of the speech therapy service is to correct problems of *utterance initiation*, speech impediments, disturbances of language use, communication. Timely identification of speech problems may have a major role to play in the successful advancement of the child at school. Speech therapy services are provided in separate institutions or special sections of multipurpose institutions.

Both the educational counselling service and the speech therapy institute must cooperate with the parents, and the institution responsible for the teaching and education of the particular child.

10.5.3.2. Specific supporting measures – vocational training

The supporting measures described under public education also apply to vocational training with the difference that during the practical part of the vocational course exemption from evaluation, and qualification may not be granted. Adapting vocational training programmes for certain areas of disability is the responsibility of the National institution of vocational education, and that is the place where the special instruments/equipment is elaborated.

Special [szakiskola](#) may be created for young persons who cannot advance at the same pace as the others due to their disability. Special [szakiskola](#) established for that special purpose may prepare pupils for the trade listed in the National List of Qualifications, and for passing a vocational examination ([szakmai vizsga](#)). As regards young persons whose health status should prevent them from passing the ([szakmai vizsga](#)), may still acquire skills and knowledge during two vocational training years to start their adult lives or go into employment.

The 2007 modification of the Act on Public Education made it possible that an upper secondary school appointed for this task might organise a preparatory ninth grade for students with special educational needs in order to develop the competences that would lead to their success in vocational education.

10.5.3.3. Specific supporting measures – tertiary education

Based on the government decree on the general rules of the admission procedures to institutions of tertiary education, the favourable conditions and extra services that disabled pupils are granted – such as longer time to prepare, using the aids/accessories used during the study period, replacing a written exam with an oral one or an oral one with a written one – are similarly granted to a disabled young person at an admission examination, which is the [érettségi vizsga](#) from the academic year 2005. On the basis of positive discrimination the impaired applicant is entitled to extra points in all bachelor programmes, and in one long cycle education as well as in tertiary vocational training. In order that the applicant can be successful during the admission procedure and can acquire the points regulated by legislation, the extra points, the entitlement has to be proven.

If the impairment of an applicant had already existed by the time of public education, and the student had gained preference during studies and the school leaving examination, the expert and rehabilitation committee (See [10.6.4.](#)) are entitled to make an advisement.

The applicants who live with impairment and it was only surfaced after that they had finished their secondary studies can justify their entitlement by 31 December, 2007 with a certificate issued by:

- in case of hearing impairment, visual impairment and physical impairment the chief of the territorially responsible clinic, hospital.
- in case of speech impediment or special educational needs due to psychic development disorder the expert witnesses listed on the official list of experts.

From 1 January, 2008 these applicants, can acquire a certificate from the National Rehabilitation and Social Institute. (Országos Rehabilitációs és Szociális Szakértő Intézet) irrespective of the type of impairment.

On the basis of the 2005 Act on Higher education the higher education institution must ensure the appropriate preparation and examination conditions for the student of special educational needs

according to his/her impairment. In justified cases he/she must be exempt from studying specialized subjects or exempt from taking some of the subject examinations, or language examinations (or their exact levels). During examinations the favourable conditions and extra services that these pupils are granted – such as longer time to prepare, using the aids/accessories used during the study period, replacing a written exam with an oral one or vice versa– must be ensured. Exemption must be ensured only in connection with the conditions of the special impairment, and cannot be extended to the basic requirements of the course, or proving capacity or ability of the qualifications ensured by the bachelor or master course degrees.

On the request of the student living with impairment the higher education institution may set up requirements different from the general syllabus and curriculum or completely forbear from completing some of them. This must be done according to the Governmental decree no. 79/2006 (IV. 5.) on exemptions according to different impairments.

- 1 in case of a student with physical disabilities the HEI should ensure partial or full exemption from examinations in connection with movements or provide alternate examination possibilities possible to fulfil by concerned students as well. E.g. the student may be exempt from completing examination on geometry practical part, but he should prove his knowledge in the theoretical part, etc.
- 2 in case of students deaf or hard of hearing the HEI must ensure a written examination possibility instead of an oral one, furthermore in case of a written exam the use of special accessories must be guaranteed. Students with a serious hearing disability may be exempt from the requirement of completing language examinations; and in case of an oral examination on request of the student a sign language interpreter may participate in the examination procedure.
- 3 In case of students with visual disability (blind, people with poor vision) the possibility of oral examination instead of oral examination must be ensured. In cases of written exams the use of special equipment should be guaranteed. Students with this special educational need may be exempt from some of the physical/practical requirements or these requirements may be supplemented by non physical/practical requirements for them. The HEI must provide for the study material in audio cassette, CD, or in books written in Braille method, they should ensure the appropriate lighting, and personal assistance.

On the basis of the ministerial decree specifying conditions to ensure equality of opportunity to students to enable them to pursue their studies, the institutions of tertiary education assigns a staff member of the institution to coordinate assistance granted to disabled students, who will implement the institution's regulations on what services/aids/accessories are guaranteed, and which ones are allowed to be used, and the way the extra funding should be spent that the institution receives after disabled students.

10.6. Separated Special-needs Provision

See subparagraphs.

10.6.1. Specific Legislative Framework

The issue whether the child should receive separate or integrated education is decided by the committee of experts on rehabilitation, who may certify special educational needs (disability). (for details of committees see **10.6.4.** Admission requirements, and choice of school).

10.6.2. General Objectives

Rules and regulations for separated and integrated education are the same, objectives are identical (**10.5.2.**).

10.6.3. Geographical Accessibility

Children/pupils who are unable to meet schooling requirements in their community either commute on a daily basis – as school buses are only available in a few places, that normally means public transportation – or on a weekly basis, living in dormitories from Monday to Friday. In either case, the family is granted subsidy for travel costs (**10.4.** Financial Support for Pupils' Families).

Children with mental disabilities have their institutions in each county, but pupils with physical, or sensory impairment have institutions only in larger geographical units such as regions, and e.g. blind or visually impaired pupils or those with locomotor hindrances have no more than 2-3 institutions in the country.

10.6.4. Admission Requirements and Choice of School

Stating physical, sensory, intellectual, speech or other disability is the exclusive competence of the expert committee on rehabilitation, and the same at a national level, on the basis of a complex set of examinations involving methods of corrective pedagogy, and medical, pedagogical, psychological testing. The detailed rules of the procedure are determined by a ministerial decree.

The examination is undertaken at the parent's request, and the presence of the parent is required during its completion unless his/her whereabouts are unknown.

Diagnosing physical, sensory (visual, auditory), and speech impairment is conducted by committees of national competency, while committees testing learning abilities operate in each county, and the capital city. Their task is to test pupils' ability to learn (stating or precluding diagnoses of mental disability, and diagnoses coming under the category of *permanent and serious hindrance in the education and learning process due to disturbances of psychic developments*)

Recommendations for special school education – defined by type of impairment - are given by criteria written down in **10.3.1.**

Special educational needs of the pupil is stated, and the way and form, and location, and the pedagogical service to assist the process (*szakszolgálatok*) is recommended by the expert committee testing learning abilities or the same at a national level following a detailed screening and investigation of the particular disability.

The committee's opinion must contain:

- 1 The statement or preclusion of the fact of the disability along with the corroborating facts;
- 2 The statement whether the child may participate in kindergarten or education in the appropriate, dedicated educational institution designed for the problem diagnosed, or participate in integrated education together with other pupils;
- 3 The statement that the pupil may only perform his/her compulsory education as a private pupil;
- 4 The statement that the child will perform development *training* obligations in development school *education* **10.6.5.2.**);
- 5 Special requirements related to the child's education;
- 6 Recommendations concerning the identity of the host institution.

The institution will be selected by the parent from among the ones that are properly equipped to provide education to the child/pupil.

The freedom of the parent to choose the institution is limited with a disabled child to kindergartens, and schools staffed/equipped to ensure appropriate education/teaching to the child. Information concerning eligible institutions will be given by the committee following completion of the complex tests.

Parental cooperation is an obligation rather than just a right. That follows from the provisions of the Constitution that lay down the free selection of their child's education, but at the same time it is also their obligation to take all measures necessary to ensure the child's development, which may not be subject to the parent's intention, consent, wherefore the local notary may oblige the parent through the standard process of public administration to present themselves at the examination by the committee of experts with the child in order to enrol the child in the appropriate institution of education/training.

The parent's attention must be called to the possibility of initiating a public administrative process, and he/she must be informed of ways of legal remedy.

A public administrative process may be undertaken in the interest of the child by the following:

- 1 the institutions of public education, the institution of family protection, if the parent should refuse the necessity of the investigation;
- 2 the committee of experts on rehabilitation in the event that the parent fails to turn up at the examination, fails to cooperate, or fails to agree with the content of the expert opinion of the committee;
- 3 the head of the institution of education/training if the child fails to be enrolled or is not made to attend regularly.

Initiating the public administration process and make a final resolution in the matter is the competency of the notary in whose area of jurisdiction the child/pupil or the parents live.

The parent may resort to their right of appeal in accordance with the provisions of the public administrative process, and such an appeal will be decided by the geographically competent public administrative office.

Any resolution reached as a result of the public administrative process must specifically point out that it may be appealed against. If the parent wishes to take that opportunity, it has delaying effect on the implementation of the resolution.

The decision concerning the location of the child's school education at the second instance lies with the geographically competent public administrative office. In the event that the parent disagrees, legal remedy may be sought through a court of law.

10.6.5. Age Levels and Grouping of Pupils

Children with special educational needs – disabled – are enrolled in public education as soon as their disability was stated.

Up to the age of three (no more than five), children with special needs undergo the phase of early development and care, then, from the age of three comes kindergarten education (*óvoda*), and from six or seven they go to *általános iskola*. Those who cannot participate in mainstream education due to the nature of their disability, receive general training for development during the years of compulsory schooling.

10.6.5.1. Early development and care

The development of the child from the time his/her special educational needs (disability) were stated involves counselling the parents. If the child has completed three years of age, he/she may join early development and care if attending kindergarten (*óvoda*) is not permitted. That may take a number of forms, e.g. home provision, *bölcsőde*, corrective pedagogy counselling office, early development and care centre, etc.

10.6.5.2. Development preparation and training, development school education

In Hungary, until 1994, children with multiple disabilities were exempted for good from compulsory education, and were given no provision whatsoever by public education. Ensuring education to those under compulsory schooling is the responsibility the state, and by introducing the developmental preparation and training in 1994, children with multiple disabilities received at least 3 lessons in case of individual care and at least 5 lessons in case of care provided in groups of individual developmental care in every week.

The 2005 modification of the Act on Public Education determines the developmental education and training and individual care taking a form of providing public education. In this form of education children with multiple disabilities may be and are educated in developmental school education, and according to their capabilities they are improved on a daily basis.

The developmental school education may be organized in schools since 1 September 2006 and it will be compulsory to organize it from 1 September 2010.

The developmental school education follows the schedule of the academic year, however, it is not strictly divided into forms but it is a complex progress that is structured by certain developmental periods. These developmental periods are based on the rehabilitation pedagogical programme and on the individual development plans designed for personal development and education of the children.

10.6.5.3. Kindergarten education (óvoda) and single structure primary school (általános iskola)

Even disabled children may join in kindergarten education from their third year of age, and primary school (single structure) has eight years, after which even young persons with special educational needs may continue in [gimnázium](#), [szakközépiskola](#), or [szakiskola](#), or special [szakiskola](#) depending on their abilities.

A rule of compulsory application in both kindergarten and school education is that when sizing the group or form, one pupil of special educational needs must be taken into account as two or three healthy pupils depending on the rate of the disability.

For instance, the Act on Public Education sets the average size of a form in the first grade at 21 pupils. If there are only deaf children in the form, to be taken into account as three healthy ones the size of the class will be 7 pupils. If in the first grade of an integrated [általános iskola](#) there are e.g. three deaf children, then the actual number of children may not exceed 15 (as the three deaf children tie up 9 places due to the threefold multiplier).

10.6.6. Organisation of the School Year

The central regulation concerning the timetable of the academic year in special education is the same as in single structure ([általános iskola](#)) ([4.9.1.](#)). However, the Act on Public Education enables the school teaching pupils of special educational needs (disabled) to take more than one year to teach the teaching material of one year. The overwhelming majority of institutions usually capitalise on that opportunity, chiefly in the first grade. In that case, pupils receive the first term results half way through the extended teaching time, and the year end certificate at the end of the extended teaching time.

10.6.7. Curriculum, Subjects

The National Core Curriculum (NCC) is also the basic document for the education of children/students with special educational needs. The public education institutions may implement/use the principles of the NCC according to their characteristics and taking into consideration the educational principles of the students with special educational needs when preparing their local, school level curricula and pedagogical programme. The educational and developmental contents described and defined by the basic document are necessary to all children and students in spite of all the differences in their special needs.

Differences between the students in an educational institution are taken into consideration by the local pedagogical programme. Deficiency is a kind of difference between children that makes it necessary to differ from the usual content or procedural differentiation, the application of a wider range of differentiation, special procedures, the use of supplementary pedagogical services are indispensable/required. The goals, tasks, contents, activities and requirements of the development must be included into the pedagogical programme, the local school level curricula and in the teaching and learning programme connected to the thematical plan of individual development plans.

10.6.8. Teaching Methods and Materials

The Act on Public Education specifies the National Core Curriculum as the base document for regulating the content of school education. Regardless of whether education/teaching is provided on a separated or an integrated basis, when preparing the school's pedagogical programme, the local curriculum, the Guidelines must be taken into account. The purpose of that document is to serve the interests of disabled pupils/children through regulating the content of their education in line with their needs. The Guidelines determine the reduction of the disadvantages originating from disability for all areas of the national categories of disability along with the main areas of development for their compensation, the basic principles, and purposes of development, the tasks and types of activity that serve pedagogical and medical rehabilitation.

Public educational institutions and specialized educational institutions may decide what educational method(s) they find the most suitable in their education and provision. These methods are different according to the disability and the children living with them they aim to improve, however they all comply with the content requirements of the National Core Curriculum. In the implementation of these developmental methods the educational institutions use the subject based approach.

Injury-specific content does not come up primarily in the specific subjects. Rather, the Guidelines determine the necessary modification or supplementation of the various areas of learning/education.

In each of the institutions participating in special education and educating students with special educational needs due to physical, sense-organic, mental impairment or speech impediment, or severe and long-lasting disorder of recognition functions or behavioural development not due to organic reasons – providing either separate or integrated education – a certain number of lessons must be included in the school curriculum to teach health and pedagogy. The number of such lessons (rehabilitation lessons) amount to 15-50% of the compulsory lesson number for the grade, depending on the type of disability. The pupil attends as many rehabilitation sessions as seem necessary to reduce his/her disadvantage related to the disability. That framework of lessons may be used for lessons (sessions/subjects) that all pupils need in a form, but it is also possible to use for therapeutic purposes on an individual basis or group work. In case of severe and long-lasting disorder of

recognition functions or behavioural development not due to organic reasons the child, student has to be provided developmental sessions. The number of lessons for developmental sessions may reach 15% of the lesson number spent on statutory sessions of non-rehabilitation subjects.

The Guidelines determines the tasks of medical and pedagogical rehabilitation in all areas of disability by providing a framework, and setting goals. The following are a few examples of these concerning the individual areas of disability:

- 1 physically disabled (reduced locomotor ability) pupils: terminating or reducing the functional disturbances resulting from the disability (speech impediment, low concentration, sensomotor problems, partial deficiency of an ability, low pace of psychic and/or locomotor functions, etc.). Group therapy and individual therapy in accordance with the type of damage and the rate of hindrance.
- 2 Visually impaired pupils: educating vision, preserving, and developing the remaining power of vision. Intensive physiotherapy, improving the sense of feeling, dexterity, teaching body culture, correcting problems of posture (e.g. keeping the head down, hyper -motility), learning skills of moving around, finding one's way in specific situations (learning to use the white cane), using special optical accessories.
- 3 Pupils with auditory impairment: The finger alphabet and the sign language may be used as a special method of building up linguistic communication. Communication with hearers, and exercises of corrective pedagogy to support individual integration.
- 4 Pupils with mental disability: correcting, compensating damaged functions, improving tool use, mastering learning techniques, developing social skills, orientation skills (space, time), improving capacity to act.
- 5 Pupils with speech impairment: complex speech, and art therapy, improving phoneme-hearing, graphomotor and visuomotor coordination, communication training, glove-puppet therapy, drama therapy.
- 6 Autist pupils: prothetic environment and tool-box, designing an individual motivation system. Visually aided communication system.
- 7 In every area of disability: prevention of personality disorder (appropriate self-assessment, self-acceptance, developing adaptability, creating good personal relationships).

Filling rehabilitation sessions with specific content, and forms of activity in strict observance of the specific needs of the pupils is the duty of the institution.

In order to secure equal opportunities for students with special educational needs in the field of public education, a developmental work has been undertaken since 2004 within the frames of the Human Resource Development Operational Programme of the National Development Plan, and as a result the competency based programme packages were created. These packages are also suitable for supporting integrated education. A recommendation prepared to each programme package takes into consideration the unique characteristics of all the different types of disabilities.

Recommendations follow the themes below:

- descriptions of the relevant characteristics causing special educational need
- underlined skills and requirements related to the field of competency
- topics
- forms of education organization
- expected behaviour from the non- impaired teachers and learning group(s) in the educational institution that enrolls the visually impaired child
- tools
- assessment
- other suggestions

- Fields of competency affected by the recommendations:
- Mathematics - http://www.sulinovadatbank.hu/index.php?akt_menu=3978;
- Social, Life-management and environmental competence - http://www.sulinovadatbank.hu/index.php?akt_menu=3979;
- Literacy - http://www.sulinovadatbank.hu/index.php?akt_menu=3980;
- Competency in Foreign language - http://www.sulinovadatbank.hu/index.php?akt_menu=3982;
- Competence in Career guidance - http://www.sulinovadatbank.hu/index.php?akt_menu=1063;

Pedagogical work is supported by methodology guides of institutions, (http://www.sulinovadatbank.hu/index.php?akt_menu=3520); documentary guides (http://www.sulinovadatbank.hu/index.php?akt_menu=3730), and collections introducing impairment-specific tools (http://www.sulinovadatbank.hu/index.php?akt_menu=3731) .

The Ministry responsible for education takes charge of ensuring that schools have their curricula prepared on the basis of the National Core Curriculum, and the Guidelines. The schools have access to these curricula free of charge, through official channels, but may prepare some themselves.

10.6.9. Progression of Pupils

Rules concerning the progression of pupils in special education are the same as those referring to pupils in single structure education.

Assessment of academic performance and permission to progress from one form to the next are determined and laid down by the school's local curriculum requirements. In the event that the disabled pupils should change schools or school types, the committee of experts for assessing learning abilities and rehabilitation must examine if the institution satisfied the required criteria for teaching young persons of special educational needs.

Completion of grade 8 of *általános iskola* entitles pupils to apply for further education. Physically healthy pupils with sensory impairments participate in upper secondary education mostly on an integrated basis. Most of the mentally disabled young persons impossible to teach in integration usually learn in special *szakiskola*.

Transferring from special education to non-special education is possible usually at the recommendation of the committees of experts on rehabilitation.

10.6.10. Educational/ Vocational Guidance, Education/Employment Links

Career counselling of pupils of special educational needs (disabled) is usually a task left for the schools in spite of the fact that there are institutions for that purpose in each county. Schools usually begin preparing pupils quite early, with great experience, and awareness for taking the most appropriate choice among possibilities of continued learning after *általános iskola*, and help families create, accept, and implement a realistic impression/expectation. Pupils and parents may also seek the advice of expert committees or representative organisations in accordance with the type of disability.

The decision on what career to choose depends on deliberations concerning what interest, what physical and intellectual abilities the pupil has, what achievements he/she had at school, and what jobs are available locally.

Perhaps the most significant aspect is health aptitude. The doctor can only state health aptitude when convinced that the pupil can, through his abilities, learn the trade chosen, and will be able to pursue it on a permanent basis without (further) damage to his/her health, and that the pupil means no safety threat to himself/herself or to any colleague.

The other important factor is assessing school achievement, i.e. the knowledge serving as an input for further learning. Students with physical (bodily, sensory deficiency) hindrances may ensure his/her success in finding employment through his/her intellectual performance, more specifically completing upper secondary education and studying for a higher education degree.

- 1 The largest group of children with special educational needs is the mentally disabled. The majority of youth with light mental disability having completed grade 8 of *általános iskola* continue their schooling in special *szakiskola*. (see: **10.5.3.2.** Specific supporting measures – vocational training). Changes applied today to public education and vocational education includes the transformation of the education structure, and tasks of special *szakiskola* so that their graduating pupils can be more successful in the labour market.
- 2 As regards pupils with hearing impairment, no jobs may be recommended to them where undamaged hearing is an indispensable condition. Aspects of counselling these pupils will be based – in addition to the pupil's interest – on the rate of lost hearing or lack thereof, as well as the basic knowledge that the pupil already acquired.
- 3 Visually impaired pupils have also restricted options in the labour market, although there are trades where good close vision (reading distance) is sufficient for aptitude for the job. One-eyed pupils may also have a number of vocations available to them e.g. pottery, book bindery, fancy-leatherwear maker, some trades in the clothing industry, and some in the food industry, etc.
- 4 Blind pupils may acquire the basic knowledge and techniques in a special *általános iskola* that enable the talented pupils to continue their studies in upper secondary education on an integrated basis. Only the *gimnázium* were eligible schools at first for a long time, however, preparing these pupils for some computerised job is beginning to become general practice.
- 5 Young persons with physical disability (locomotor hinderances) - the major obstacle preventing them from attending the same course as their healthy fellows is physical barriers inside the building of the educational institutions.

It is not easy for disabled persons to find employment in the labour market. The main reason for that is that employers simply do not know the employment potential of disabled people - as an unwelcome result of segregated education of these people - and so they fail to create the necessary technical conditions, and are not encouraged in any other way either to this end. Even though there are a small number of sheltered jobs in Hungary, the typical scenario is for the adult disabled person to live off benefit, and be inactive in the labour market.

Act XXVI of 1998 on the Rights of disabled persons and on ensuring them equal opportunities provides the issue of employment in detail, and the National programme to promote the interests of the disabled specifies the tasks related to integrated work, and employment.

10.6.11. Certification

Pupils in special education usually receive a final certificate identical to those of healthy pupils. The marks in the certificate reflect the performance of the pupil during the term, and are usually not preceded by an examination, except if the pupil performed his/her schooling obligations as a private pupil.

In the event that the school – taking an opportunity ensured in legislation – spends a period longer than one school year to process a full year's teaching material of a regular school, then pupils receive the first term results half way through the extended teaching time, and the year end certificate at the end of the extended teaching time.

The special [szakiskola](#), if it provides knowledge necessary to go into employment, or to start adult life, it will indicate in the final certificate what trade the practical and theoretical training given to the disabled pupil belonged to.

10.6.12. Private Education

Private education in special education – in the private sector – is under the same rules and types of support as non-special, single structure education. ([4.16.](#)). The private sector (including institutions operated by foundations and churches) does not reach 5% among maintainers of institutions of special education.

10.7. Special Measures for Children/Pupils of Immigrants

The number of legal immigrants residing permanently in Hungary grew after 1990. Registered asylum seekers over the last 10 years total some 160,000, most arriving from the former Yugoslavia and Romania. The number and ratio of immigrants from other countries including outside of Europe has grown by 20-25% over each of the last five-six years.

The statistical information concerning foreign pupils has been collected since 1995 by the ministry responsible for education. That set of statistics, however, is not complete as quite probably, part of the pupils under compulsory education fail to enrol. Equally uncertain is the statistical processing of those without a certificate or those having applied for but not yet granted refugee status. And many pupils attend schools maintained by a foreign organisation not obliged to disclose statistics to Hungarian

public education. That is why the actual statistics on pupils, and the breakdown to country of origin, and mother tongue are not sufficiently clear as of today. The statistics in the database of the ministry responsible for education suggest that the total number of foreign pupils as well as the number of schools teaching them has been continuously increasing for the last five years.

Based on available information one may claim that foreign pupils in primary school (single structure) account for less than 0.5% of the full count, and the same for upper secondary school reaches approximately 1%. It is not typical for them to be in the same form in the particular school. In most schools teaching foreign pupils the language of education is Hungarian. Also in great demand are the bilingual schools (primarily for the intermediary/communicative language), and nationalities' schools for immigrants of the relevant country. Hungarian may only be learnt as a mother tongue in all local government maintained schools with negligible exceptions, which is not effective enough for foreigners due to the high standards required. It frequently happens that foreigners are admitted to a lower grade than what their age would justify purely for their language problems, or even if they do not, they fail, and must do the grade a second time.

The majority of schools operated by local governments, Hungarian foundations, churches, and private organisations do not/cannot offer the possibility to foreign pupils of teaching them their mother tongue. About half of the foreign operated institutions can do that. Pupils whose mother tongue is one of the world languages, or a language that is being taught in Hungary are in an easier situation. With those whose mother tongue is lesser known, even designing the curriculum is a real challenge for experts. (Directors of schools of local governments and Hungarian foundations and private organisations claim the about 10% of foreigners request the option of learning their mother tongue.)

The socialisation of foreign pupils at school, the implementation of their linguistic and cultural rights is still characterised by difficulty in Hungary. The core of the problem is the language of learning, and integration in the community.

10.8. Statistics

10.8.1. Children in kindergarten "óvoda" receiving special care (disabled) 1960/61–2007/08

Year (academic)	Children in kindergarten "óvoda" with special needs	From which in integrated special education	Percentage of children in integrated special education (%) %
1960/61	n.a.	n.a.	n.a.
1970/71	n.a.	n.a.	n.a.
1980/81	592	n.a.	n.a.
1990/91	821	n.a.	n.a.
1995/96	2 337	1 149	49%
1996/97	2 667	1 476	55%

1997/98	2 890	1 707	59%
1998/99	3 178	1 910	60%
1999/00	3 258	2 091	64%
2000/01	3 171	2 490	79%
2001/02	4 249	2 888	68%
2002/03	4 916	3 479	71%
2003/04	5 725	4 236	74%
2004/05	5 746	4 317	75%
2005/2006	5 327	3 896	73%
2006/2007	5 324	3 840	72%
2007/2008	4 660	3 286	71%

Source: MinEdu education statistics; MinEdu statistical bulletin, Educational Yearbook 2006/07

10.8.2. Students in "általános iskola" receiving special education (disabled) 1960/61–2007/08

Year (academic)	Students in "általános iskola" with special needs	From which in integrated special education	Percentage of children in integrated special education (%)
1960/61	16 275	n.a.	n.a.
1970/71	28 077	n.a.	n.a.
1980/81	35 574	n.a.	n.a.
1990/91	35 420	n.a.	n.a.
1995/96	36 074	n.a.	n.a.
1996/97	38 475	1 928	5%
1997/98	40 304	3 195	34.4%
1998/99	42 834	4 183	34.4%
1999/00	44 617	5 181	34.4%
2000/01	45 596	6 722	34.4%
2001/02	48 575	8 263	34.4%
2002/03	49 967	1 294	34.4%
2003/04	54 055	18 584	34.4%
2004/05	56 922	24 067	42.2%
2005/06	60 651	29 930	49%
2006/07	61 585	33 277	54%
2007/08	57 931	32 719	56%

Source: MinEdu education statistics; MinEdu statistical bulletin, Educational Yearbook 2007/08

10.8.3. Students in "szakiskola" receiving special education (disabled) 1999/00–2007/08

Year (academic)	Students with special needs in "szakiskola"	From which in integrated special education	Percentage of children in integrated special education (%) %
1999/00	n.a.	n.a.	n.a.
2000/01	n.a.	n.a.	n.a.
2001/02	619	619	100%
2002/03	1 227	955	78%

2003/04	1 467	1 216	83%
2004/05	2 012	1 617	80.3%
2005/06	2 188	1 841	84%
2006/07	2 699	2 582	96%
2007/08	3 631	3 412	94%

Source: MinEdu education statistics; MinEdu statistical bulletin, Educational Yearbook 2007/08

10.8.4. Students in "gimnázium" receiving special education (disabled) 1999/00–2007/08.

Year (academic)	Students with special needs in "gimnázium"	From which in integrated special education	Percentage of children in integrated special education (%)
1999/00	n.a.	n.a.	n.a.
2000/01	n.a.	n.a.	n.a.
2001/02	351	100	28%
2002/03	284	185	65%
2003/04	558	398	71%
2004/05	752	580	77%
2005/06	777	572	74%
2006/07	1 071	858	80%
2007/08	1 156	1 025	87%

Source: MinEdu education statistics; MinEdu statistical bulletin, Educational Yearbook 2007/08

10.8.5. Students in "szakközépiskola" receiving special education (disabled) 1999/00–2007/08.

Year (academic)	Students with special needs in "szakközépiskola"	From which in integrated special education	Percentage of children in integrated special education (%)
1999/00	n.a.	n.a.	n.a.
2000/01	n.a.	n.a.	n.a.
2001/02	425	389	92%
2002/03	568	568	100%
2003/04	545	545	100%
2004/05	768	768	100%
2005/06	954	943	99%
2006/07	1 333	1 324	99%
2007/08	1 731	1 706	99%

Source: MinEdu education statistics; MinEdu statistical bulletin, Educational Yearbook 2007/08

10.8.6. Number of students receiving corrective pedagogical education in "speciális szakiskola", in developmental skills education programmes 1999/00–2007/08.

1999/00	4 642
2000/01	5 200

2001/02	6 291
2002/03	7 200
2003/04	8 147
2004/05	8 369
2005/06	8 797
2006/07	9 563
2007/08	9 773

Statistical Yearbook of the Ministry of Education and Culture 2007/08

10.8.7. Students of foreign citizenship in "óvoda", "általános iskolás", "szakiskola" and "középiskola" 1995/96 – 2007/08.

	"Óvoda"	"Általános iskola"	"Szakiskola"	"Középiskola"	Total
1995/96	n.a.	2 353	463	2 046	4 862
1996/97	n.a.	2 465	518	2 255	5 238
1997/98	n.a.	2 899	505	2 573	5 977
1998/99	n.a.	3 228	466	3 038	6 732
1999/00	n.a.	3 830	444	3 566	7 840
2001/02	1 048	3 777	685	4 640	10 150
2002/03	1 554	5 002	738	5 459	12 753
2003/04	1 538	4 761	911	5 365	12 575
2004/05	1 608	4 577	882	5 353	12 420
2005/06	1 683	4 515	717	5 152	12 067
2006/07	1 584	4 496	741	4 921	11 618
2007/08	1 603	4 399	633	4 281	12 212

Source: MinEdu education statistics; MinEdu statistical bulletin, Educational Yearbook 2007/08

11. The European and International Dimension in Education

See main text from 11.1.

11.1. Historical Overview

Methodological research targeted at finding a modern interpretation to the *European dimension*, and especially at ways of introducing it in public education was undertaken on an international scale in the first half of the 80s at the initiative of the Council of Europe. The same issue in the European Union came in the focus of attention of political decision makers and of education politicians in the late 80s, chiefly in conjunction with the extension of integration to the political sector. Improving quality of public education, its effectiveness and evaluation is the chief objective of every educational policy. The fact that the EU considers the improvement of the quality and effectiveness of education systems a priority in the 8-year educational programme introduced in 2002. In Hungary, this area also receives emphasized political and professional attention since the mid-90s. The 2003 amendment of the Act on Public Education controls the tasks concerning quality management at the highest legislative level.

New national centre was established for evaluation tasks named National Public Education Evaluation and Examination Centre. Evaluation related services became the most dynamically developing area of public education. The National Public Education Evaluation and Examination Centre was a publicly financed institution that operated as national central office, and the entire country fell under its jurisdiction. It fulfilled a wide range of activities that were specified in acts, decrees and its founding documents. Besides the central office in Budapest there were 7 Regional Evaluation and Examination Centres in operation. This organizational structure enabled the public education sector to carry out its task by a uniform central management, but taking into account the regional differences and in a day to day contact with the institutions concerned. One of the most significant legislations, the Governmental Decree no. 105/1999 (VII. 6.) on the National Public Education Evaluation and Examination Centre was modified in April 2006. The Centre was integrated into the newly established Educational Authority.

The national coordination office Comenius 2000 supervising the institutional level evaluation programme (Comenius 2000) has been operating continuously since 1999.

From 2007 onwards, institutes implementing the COMENIUS 2000 quality development public educational programme can operate independently, if the circumstances allow for it. It is legally binding for institutions of public education however, to implement some type of quality assurance system. For this, authoritative bodies do not render help at present in a form as COMENIUS 2000 did.

The Evaluation Centre of the Sulinova Agency for Educational Development and In-Service Teacher Training Public Company that has operated as an individual educational authority until 2006 is responsible for conducting international studies (IEA, TIMSS, PISA, PIRLS) in Hungary, and to develop different diagnostic knowledge-level assessment tests. The Evaluation Centre now operating under the name of Department for Assessment and Evaluation has been integral part of the Educational Authority. The SuliNova Public Company at the same time was integrated into Educatio Public Company in 2006.

SuliNova Agency for Educational Development and In-Service Teacher Training Public Company (integral part of the Educatio Non-Profit Public Company since 2006) is responsible for the innovation of education during the period of 2004-2008 within the frames of the National Development Plan. As part of the Human Resources Development Operative Programme, one of the tasks of the Agency is to achieve equal opportunities within education and to improve methodological, environmental and training conditions of co-education. Other tasks include to work out the competence based educational programme packages that assure students' opportunities on the labour market, as well as to ensure a system supporting institutions in their implementation.

Since the early 90s the promotion of EU accession had been a central question in the development, and modernisation of Hungarian education along with the need of actively contributing to the creation of the economic, cultural, and intellectual conditions of accession. It became an essential condition that education and training should, in their specific ways effectively promote Hungary's EU integration into the European Union.

The government of Hungary and the European Commission Labour and Social Affairs DG prepared a Joint Memorandum on Social Inclusion in 2003. This memorandum lists the main challenges to be handled by Hungary to reduce poverty and social exclusion along with the planned policy. These planned measures aim to reduce poverty in Europe, thus in Hungary as well. The Tempus Public Foundation created in 1996 is a priority organisation of public benefit operating under the Ministry of Education (*Oktatási Minisztérium*). Its activity is aimed at encouraging cooperation and mobility

projects, supporting endeavours to modernise and improve education, to strengthen the European dimension.

In 1998 on the basis of the agreement between the Delegation of the European Commission and the Ministry of Foreign Affairs and by the support of the PHARE grants 14 European-study Centres were established in accredited higher education institutions in Hungary. In the past years several HEIs indicated that they wish to cooperate therefore by 2004/2005 the number of Study Centres raised to 17. The Tempus Public Foundation successfully launched in Hungary the Lifelong Learning Programme (Lifelong Learning Programme- LLP) of the European Union for the period of 2007-2013. From the 41 national offices, the Tempus Public Foundation was the first one to enter into a contract with the European Committee. At the opening conference of the programme in May, more than 500 participants evaluated the achievements of the two former programmes (Socrates, Leonardo da Vinci), and discussed the potentials provided by the new programme.

Tempus Public Foundation is responsible for the co-ordination of the Central- European CEEPUS programme in Hungary. It manages applications of the Pestalozzi Programme, and the Világ-Nyelv programme launched by the Ministry of Education and Culture, aiming to develop foreign language knowledge, the Vocational School mobility programme, the medium- term programme for vocational training researches, as well as the mobility programme of the Norwegian Found.

The Foundation provides information on Tempus, Erasmus Mundus and the Europe for Citizens programmes, and on the opportunities the Research-Development frame programme of the EU. Furthermore, it operates as a National Developmental Mobility Centre, and maintains an informative web site at www.studyinhungary.hu for foreign students, tutors and researchers arriving in Hungary. It issues the Europass Document and operates an Alumni network for former scholarship-holders.

The European Language Award is an initiative of the European Commission and the Hungarian Ministry of Education and Culture, and is aimed to officially acknowledge best practice and innovative foreign language teaching programmes and processes at any level of education and training. By implementing its equal opportunities strategy, the Tempus Public Foundation managed to:

- More than 50% of the subsidised tenders in the Világ-Nyelv programme were submitted by applicants with disadvantaged backgrounds,
- in the Lifelong Learning / Comenius base programme, in 60% of the bilateral, multilateral and renewal subsidised tenders the extra points obtainable for disadvantaged background were acknowledged by the applying institutions,
- in the Lifelong Learning Programme / Leonardo da Vinci base programme in 42% of the subsidised mobility projects travellers with disadvantaged background were involved by the applying institutions.

The European Language Award was established in 1998 upon the initiative of the EU member states. Since then, over three hundred institutions have received it for outstanding results achieved in the field of language training. Hungarian entities could first compete for the Award in 2002.

The Ministry of Education and Culture currently has intergovernmental agreements on education and culture with 105 countries, none of which set any specific task. The various work plans, however, set out the fellowship exchange programmes, exchange of researchers, and other ways of international scientific cooperation. We have regular working relations with about 50 countries. The calls for applications published on the basis of bilateral educational, scientific, and cultural work plans (full university education ([egyetemi képzés](#)), partial courses, short and long study trips, summer universities ([egyetem](#)), doctoral training, etc.) are coordinated by the Office of the Hungarian Scholarship Board. The Office of the Hungarian Scholarship Board provides the following calls for applications for students, professional classes, teachers, researchers, scholars, artists, PhD students in almost every branch of learning:

- Hungarian State Eötvös Scholarship- for young researchers, artists and professionals of exceptional performance and talent, in any field of arts and sciences, in any country of the world,
- Interstate scholarships (long and short study tours, summer courses), offered by Germany: DAAD scholarships, the scholarship of the Free State of Bavaria, the scholarship of the Baden-Württemberg State Government
- Calls for applications with Germany, supporting co-operation among project based institutions- regular exchange of professionals, research materials and information- on several fields of sciences
- Research scholarships to the Collegium Hungaricum in Vienna

No Hungarian legislation specifically provides the European dimension of education. However, Act LXXIX of 1993 on Public education approved the National Core Curriculum, which sets the common requirement of all culture/education related areas to generate an attachment in pupils toward common European values. In the interpretation of the NCC, that means, among others, interest in, openness to, and understanding of European culture, way of life, customs, and traditions, and *otherness*, and understanding of importance, contradictions, and the role of European unity for the country and its citizens. The NCC is defined by the Hungarian Constitution, Hungarian legislation, especially the law on public education and the international and Hungarian decrees on human rights, children's rights, national and ethnical minority rights and equality between sexes. The NCC helps to establish a school, where the teaching-learning processes are organized taking into consideration the values of democracy, humanism, respect of the person, freedom of consciousness, personality development, the cooperation between basic communities (family, nation, the union of the European nations, humankind), the equality of peoples, nations, national- ethnical groups and sexes, solidarity and tolerance. The NCC aims to strengthen a system of schools that thrives for equal opportunities.

In September 2005, the Minister of Education announced the national consultation of the draft concept of the European Qualifications Framework (EQF). The EU Heads of Government at their meeting in Brussels in March 2005 requested the creation of an EQF, thus supporting and strengthening previous recommendations made by the Ministers of Education and Training. EQF as a meta-framework is supposed to increase transparency and support mutual trust. It would thereby enable qualifications frameworks and systems at national and sectoral level to be related to each other – thus facilitating the transfer and recognition of the qualifications of individual citizens.

The European Commission and the Ministry responsible for Education organized a conference in Budapest between 27-28 February 2006 in order to discuss the results of the extended national and community consultations and come to common European standpoint on preparing the 17/2007 (III.14.) recommendations of the Commission.

Based on the achievements of the conference, the Committee plans to finalise the recommendation-draft of the EQF in the third quarter of 2006, and will then submit it for approval to the European Parliament and the Council.

According to the 2069/2008 (VI.6.) governmental decree announced on 6th June, 2008, the Hungarian Government supports the establishment of a National Qualifications Framework (NQF) that is compatible with the European Qualifications Framework in its principles and structures; and also supports the Hungarian Republic to link its NQF to the European Qualifications Framework, and its uniform implementation from 2013.

11.2. Ongoing Debates and Future Developments

In harmony with the government programme, and the tasks arising from our EU accession, the Minister responsible for Education decided to embark on a comprehensive modernisation, and development programme. The government accepted the 2005 Act on Higher Education and soon after in 2006. The Act XLVI on the modification of the Act on Higher Education, and as a consequence, implementing the various elements of the Hungarian Universitas Programme were continued. The governments of the European countries decided on a rapid and intensive change: signatory countries of the Bologna Declarations undertook to attain the objectives therefore to start to change the higher education system to a multi-cycle system until 2005, in course of which the Hungarian Universitas Programme was prepared.

The fundamental objectives of the Hungarian Universitas Programme are as follows:

- 1 Improving the competitiveness of Hungarian higher education
- 2 Ensuring European standards in training and operation
- 3 Further improvement of the conditions of the equal opportunities.

The Hungarian Universitas Programme between 2005 and 2008 was the biggest infrastructural quality development of the Hungarian tertiary education, with an investment sum of 175 billion – an annual average of 44 billion HUF. The programme implemented with the support of the European Union and private capital investment was run by the Ministry of Education and Culture. For the invitation of the Ministry, the institutions and the investors undertook in agreements that 1% of the total value – that is nearly 1,75 billion HUF- of the developments launched with the invitation of private capital will be turned to produce new, contemporary fine arts and handicrafts that will be part of the institutions. With this, the aesthetic standards of the new or renovated buildings are significantly increased.

The 2005 Act CXXXIX and the 2006 Act XLVI on Higher Education considers the higher education of Hungary a part of the higher education system of the European Higher Education Area. Social cohesion in the sake of sustainable development as well as a sociably desirable up-keeping of technological innovation is considered to be significant.

Education courses and trainings must be followed by such degrees, and certificates that realistically indicate the abilities of the holders, provide them with a good chance in the labour market, and in further training. These must integrally fit in the European training and qualification structures, and support the use of the knowledge and the degrees of students in other countries of Europe.

The Campus Hungary Association was founded with the participation of 40 institutions in February 2004, enjoying the support of the Hungarian Ministry responsible for Education, by the year 2006 the number of institutions rose to 43. Because of its low success the programme terminated by 2007. Its activities are carried on by the Balassi Institute.

The Balassi Institute is responsible for the promotion of Hungarian culture beyond the borders in Hungary, and the cultivation of Hungarian culture abroad. It promotes and cultivates the uniform and universal Hungarian culture in the world, and in the meantime, cultivates the existing Hungarian traditions and culture abroad or beyond the borders in Hungary. The institution is a central budgetary body, the national authoritative institution of the international network of Hungarian civilization, which has been operating as a special professional operation center from 1 March, 2007. Its unique characteristic lies in its content of operation, field of operation and in its tools applied.

The Balassi Institute has a highlighted role in the forming of cultural diplomacy of the Hungarian Republic and in the realisation of its aims. One of the main objectives in the cultural policy of the Hungarian Republic is modernization, the improvement of competitiveness. It applies both to culture and cultural infrastructure. By the 21st century, cultural diplomacy has attained a leading role in the world, and it gradually appears as the “third pillar” of the international network.

In the countries of the European Union, bearing in mind the theory of “subsidiarity”, the fields of culture and education basically remain within “national competence”, and thus remain the forfeit of preserving cultural variety and the values of national culture within the European Union.

11.3. National Policy Guidelines/Specific Legislative Framework

The new development plan for the entire area of the country is named The Europa Plan. The 2nd National Development Plan (NDP II.), determines a new guideline of the developments and use of available resources.

The Europa Plan is different compared to all previous strategic plans. It provides perspectives, aims and defines action programmes to be implemented. It consists of bottom-up, layered plans where the layers provide the foundation for the next layer. The Europa Plan is a framework where every actor may insert their own plans, a unified structure for the actions of decision makers.

These goals force the actors to cooperate: national, regional and local decision makers, government officials, civilians, public service and the private economy as well. It requires cooperation from the all-time government and its opposition as well.

The Europa Plan summarizes the continuously developing, expanding activities of the following years until 2013. By the 1st August, 2007, out of the 15 operative programmes of the Directorate responsible for Regional Politics, 13 have already been approved by the European Committee. The formal approvals of the Social Renewal Operational Programme and State Reform Operative Programme of the Employment Directorate have also been declared.

The Social Renewal Operational Programme (SROP) is principally intended to support the "social renewal" priority of the New Hungary Development Plan in tune with related legislations and decrees of the Union. The programme mainly consists of measures affecting supply in the job market, human resources development and increased involvement in the job market. The enlargement of employment from the side of supply in the job market can be achieved by increasing activity and improvement in the quality of human resources. Thus, the objective of the operative programme is to increase activity (presence in the job market). In order to achieve this, the sources of the European Social Fund and related inland funds support reforms and measurements of policy that are targeted to support employment, active job search and lifelong learning, encourage and help to eliminate discrimination. The operative aims to succeed in processes that affect the population as a whole, and for which the infrastructural background and equal access to the quality services are primarily rendered by the Social Infrastructure Operational programme and the regional operative programmes.

OECD matters in Hungary are managed at government level by the Ministry responsible for foreign affairs (*Külügyminisztérium*). The forum of inter-ministerial talks concerning the OECD is the OECD Hungarian National Committee. On the basis of the governmental division of responsibilities, every government agency has the authority to conduct negotiations with the OECD concerning their area. Working with the OECD committees is a responsibility of national representation, and a professional challenge. Promoting the implementation of the objectives laid down in the OECD life-long-learning strategy is a corner stone of the Human Resources Development Operational Programme. The priorities of the operational programme support – at all levels of education and training – the

comprehensive development of skills and abilities, the smooth transition from education to the world of labour, and equal access to learning opportunities as the input to life-long-learning.

As a consequence of the planned budgetary economic measures the Government terminated the Secretariat of the Hungarian National Commission for UNESCO as independent budgetary organ in its 2118/2006 decree. The Secretariat further operates as part of one of the departments of the International state secretariat of the Ministry responsible for Education and Culture in order to realise the objectives and tasks identified in the Governmental decree on the operation of the Hungarian National Commission for UNESCO and in the founding charter of the Secretariat.

Surveying the Hungarian implications of UNESCO programme titled 'Education for All' led to the review and evaluation of the results.

- 1 Connecting newly formed or already operating HE departments in the network of UNESCO departments, their creation, and the assistance of their operation.
- 2 Participation in coordinating family protection and child raising programmes, and actions dealing with children with special educational needs
- 3 Coordination with programmes of other ministries in elaborating a comprehensive prevention oriented education programme
- 4 Participation in the programmes of the resource centre of Roma education (Ministry of Education and Culture) and remedial education methodology.

According to the resolution of the 32nd General Assembly of UNESCO, Hungary became the member of the Executive Board in 2003. Hungary is a member of the Executive Board of UNESCO between 2003 and 2007. Therefore intensive participation in the work of the UNESCO Secretariat is a significant task in cooperation with the Hungarian Permanent Delegation. From 2008-2013 Hungary is an elected member of the UNESCO-IBE (International Bureau on Education) Council. The all time 28 member countries are elected by the UNESCO General Conference. IBE has a detailed knowledge base regarding the educational system and educational content (especially regarding curriculum development) of the UNESCO member countries. Nowadays, analysing the content, methods and structure of education is of high importance. Hungary has played a part in the analysis since 2002. We create thematic reports on the state of education in Hungary in every three years. The latest report was made in 2008, summarizing the developments in inclusive education.

The 2004 General Assembly of the UNESCO National Commission of Hungary defined the following main priorities in the field of education: the more considerate operation of the UNESCO Associated Schools Network, uncovering new possibilities for cooperation in distant education and adult education, mediation at school, UNESCO-chairs in HE institutions, sustainable development in education. The goals of the Hungarian National Commission for UNESCO were the following in 2007 and 2008:

- 1 Mobilizing society and institutions according to the aims recorded in the Constitution of UNESCO
- 2 More effective representation of the Hungarian interests in UNESCO, more precisely maximizing the possible intellectual and financial support that is possible to receive.
- 3 More effective and more obvious participation in the decision making of UNESCO.
- 4 Participating in UNESCO-IBE

Within the **UNESCO Associated Schools Project Network** several programmes were implemented or continued. These are the following:

UNESCO model programme in association with the UN-model Student Organization: after a several months of preparation teams of upper secondary students modelled the meeting of the Committee of World Heritage of UNESCO. The continuation and extension of the programme is planned in the year 2008. (see www.enszmodell.hu).

The Blue Danube River Programme (BDRP) in cooperation with the Green Pannonia Foundation was started more than 10 years ago in the framework of UNESCO Associated Schools Programme. It aims to call upon the young generation of the countries that can be found alongside the Danube to discover the symbolical meaning and importance of the river. From the year 2005 Hungary is the international coordinator of the BDRP.

The National Commission supports the Network of Researcher Students – according to the principles of UNESCO - especially the international appearance and extension of the network.

11.4. National Programmes and Initiatives

The Ministry responsible for education, the Ministry responsible for youth and sports affairs, and the Government Office for Hungarian Minorities Abroad beyond our borders established, and the Márton Áron College contributed to the formation of the Agora Service Network. The prime duty of the network included – in line with the programme of the Constitution, and the government programme of the Republic of Hungary, and the intention behind the law on Hungarians living in neighbouring countries – the encouragement of relationships of young Hungarians beyond our borders with Hungary. In order to deliver its tasks properly, the Agora network intends to work on the basis of principles and values centrally defined, but consistent and uniform, taking account of the regional features of the European Union. Agora Offices operate in several cities of the surrounding countries with Hungarian majority population. The central office was located in Budapest. The Agora Service Network terminated on 31 December, 2007.

In Hungary, the Tempus Public Foundation (See [11.1.](#)) coordinates the new Lifelong Learning Programme of the European Union. The Comenius programme offers opportunities for public education (from [óvoda](#) to [középiskola](#)) in order to support the cooperation of institutions, and mobility for teachers who work in public education. Within the framework of the Leonardo programme, all the institutions in vocational training (vocational training institutions of both mainstream and outside mainstream education, jobcentres, civil organizations, enterprises, professional organizations, chambers, social partners, local governments) are provided opportunities for professional practice and exchange of experience.

The COMENIUS programme aims to strengthen the European dimension of the public education and support the cooperation between kindergartens, general and vocational public educational institutions.

In the period of 2000-2008 the COMENIUS programme emphasises quality education, European dimension in education and the promotion of foreign language education. At the same time it supports the creation of multicultural environment for education and fights against segregation of disadvantaged students.

Hungary could first apply for funding under the Comenius programme in 1997. Several hundreds of Hungarian students and teachers broaden their experience in the framework of that programme. The 2007-2008 COMENIUS programmes support three main areas, the co-operation of institutions, mobility and professional experience.

The national network of European Study Centres (ECS) started to operate with PHARE funding, and with the participation of 14 institutions of tertiary education in the beginning. In the recent years new institutions joined the network, and their numbers increased to 17 by 2008.

European Study Centres:

- Berzsényi Dániel Főiskola / BDF
- Budapesti Corvinus Egyetem / BCE
- Budapesti Gazdasági Főiskola / BGF
- Debreceni Egyetem / DE
- Eötvös Lóránd Tudományegyetem / ELTE
- Kodolányi János Főiskola
- Miskolci Egyetem / ME
- Modern Üzleti Tudományok Főiskolája / MÜTF
- Nyíregyházi Főiskola / NYF
- Pázmány Péter Katolikus Egyetem / PPKE
- Pécsi Tudományegyetem / PTE
- Széchenyi István Egyetem / SZE
- Szegedi Tudományegyetem / SZTE
- Szent István Egyetem / SZIE
- Szolnoki Főiskola / SZF

The primary aim of creating the centres was to launch teaching of European studies on a broad basis of already operating institutions of tertiary education together with the related research. At the beginning of the accession meetings, and following the accession, due to the increased need for experts the task of ESC is to ensure for the education of Europe- experts in an increased number.

The European study centres encourage the launching of cooperation with local governments, research institutes, and libraries of their more immediate environment. Institutions participating in the ECS network elaborated over 100 course programmes with relevance to the EU until 2008, and launched the same number of courses where over 10 thousand students and experts received training or further training. The network has procured over 50 thousand technical publications, and made them available.

11.5. European/ International Dimension through the National Curriculum

The complexity of the notion of the European dimension (traditional/cultural components, elements of content, skills, and ability) is present in the curriculum development efforts of the National Core Curriculum. The new National Core Curriculum published in 2003 does not prescribe detailed requirements or teaching material, only development tasks. The European dimension is integrated in curriculum development at the following three levels: curricula, subjects, and cross-curricula. The curricular and the subject levels imbed the teaching of European related knowledge, and the improvement of skills associated to European awareness in a traditional structure of curricular subjects. Several subjects share the current stock of European Dimension related knowledge: geography, history, modern foreign languages, art related subjects, natural sciences. The cross-curricular (interdisciplinary) level regards placing Europe-related knowledge in a broader perspective, and cooperation of teachers and pupils as the most important objectives in curriculum development. It develops skills associated to European awareness, and may even bring along continuity and coherence among Europe-related disciplines. Subjects may be linked up in several ways: it may involve a curriculum development principle where teachers of different subjects present issues along key notions or around core topics. The most important cross-curricular issues – environment, political life, migration, culture, and civilisation – are built on curricular nodes. On the one hand, those issues are already present in the current curricula and programmes but in a breakdown of traditional subjects, on the other, most elements of content fit in a lesson on history, geography, sociology, natural

sciences, literature, languages, arts, and theological sciences. This is the way in which the cross-curricular approach of the European dimension is made to fit in a traditional framework.

The GLOBE (*Global Learning and Observations to Benefit the Environment*) is a global environmental education programme launched in the US in 1994. Hungary also joined the programme, in which pupils conduct regular measurements, observations in their environments in a variety of disciplines on public funds, under the professional guidance of scientist, and the leadership of special subject teachers of the school. With the support of the Ministry of Education and the Ministry of Environmental Protection, in the school year of 2007/2008 30 upper secondary schools participate in the programme. At the beginning 25 upper secondary schools of Hungary participated in the programme. In the selection of schools the experience of the school in environmental education, openness towards the programme, good command of the English language of the participating students, experience in the use of the Internet, active e-mailing opportunities, and the geographical location of the school were taken into consideration. In Hungary, more than 50 teachers and 600 pupils have been involved in the programme in the past years. In addition to gaining experience, all the students participating in GLOBE have the opportunity to represent their national colours in the GLOBE GAMES, organized annually in the Czech Republic. Here they can meet other GLOBE students, and can compare their knowledge in an international field. They can also enter the annual student competition for GLOBE students, where they can win valuable prizes by submitting their applications based on their data records collected over the year in the categories of Water Chemistry, Meteorology, Biology and Arts.

The base school from 2007 to 2012 is the Bibó István Gimnázium in Kiskunhalas, also providing the central office for GLOBE in Hungary. Professional supervision is provided by specialists all over the world. In Hungary, the professors of the Eötvös Loránd University of Budapest (Faculty of Natural Sciences and Faculty of Teacher Training) accepted this task. Measurement results are forwarded through the Internet to the GLOBE headquarters for further processing.

11.6. Mobility and Exchange

See subparagraphs.

11.6.1. Mobility and Exchange of Pupils/ Students

The aim of intergovernmental and inter-ministerial agreements is to promote bilateral cooperation in areas involving youth. Such agreements include commitments that if both parties approve of the exchange programme, then both countries will provide assistance. The agreements are a chance for experts to participate in exchange programmes, and study trips. Hungary has valid agreements with the following countries or regions: Germany, France, Italy, Romania, Great Britain, Slovenia, Flanders, South Korea, Slovakia, Ukraine, Czech Republic, and Israel. In accordance with the above, the agreements, usually concluded for one year ahead, consist of two parts: cooperation of NGOs supported by both parties, and individual study trips. Even if the validity is usually one year for each, the content of these agreements significantly differ. Their programmes are available on the Internet constantly updated.

A principle in processing applications is to ensure that quality criteria should be observed, and that youth cooperation projects, and exchange programmes should be arranged with an increasingly rich content, and ever better methodology. To achieve that aim, the colleagues in the International Directorate hold regular consulting sessions for parties interested, and even organise international

training courses for the target age group in cooperation with other countries' programme offices in the framework of the EU programmes.

The Tempus Public Foundation created in 1996 and dynamically operating in the academic year of 2007/2008 is a priority organisation of public benefit operating under the Ministry responsible for education aimed at encouraging cooperation and mobility projects, supporting endeavours to modernise and improve education, to strengthen the European dimension in education, vocational training, and human resources development. The Tempus foundation is responsible for coordinating the work of the Hungarian branch of the Lifelong Learning Programme of the European Committee and the Central-European CEEPUS programme. It manages applications of the Pestalozzi programme, the World-Language Programme (Világ-Nyelv) of the Ministry responsible for education aiming to develop foreign language knowledge, and the Útravaló scholarship programme that promotes and provides equal opportunity to disadvantaged students. (See 11.1.).

Manages applications for funding under the Scholarship for training in public administration (EKKÖ), and operates the club of winners of EKKÖ scholarships, handles the teacher further training programme of the Council of Europe, and assists applicants to the human research potential development component (IHP) of the European Union's 6th Research & Development Framework Programme with information, and advice. Good information provided to the applicants, preparing them, following up their efforts, and assisting them along the way is a cornerstone in the work of those publishing calls for applications for funding. In addition, the foundation organises training courses, conducts research, has papers written, and places great emphasis on disseminating any outcomes both nationally and internationally. Programmes offering hands-on experience on European existence are available through application at all levels, for all players from kindergartens (*óvoda*) to adult training, and from university (*egyetem*) students to local governments.

The Hungarian Scholarship Board (*Magyar Ösztöndíj Bizottság, MÖB*) was created by the Government of the Republic of Hungary in 1991. The Hungarian Scholarship Board is a body consisting of independent, prestigious personalities of various disciplines. Its nine members are delegated by the Hungarian Academy of Sciences, different professional organisations in tertiary education, the Ministry responsible for education, and the Ministry responsible for foreign affairs. The mission of the Hungarian Scholarship Board is in charge of assessing applications submitted for intergovernmental scholarships/fellowship under intergovernmental agreements, scholarships to Hungarian cultural institutes abroad, and to the Hungarian *Eötvös* State Scholarship. Scholarships are granted by the Minister of Education and Culture at the proposal of the Hungarian Scholarship Board. The decision by the Hungarian Scholarship Board is prepared by the work of a professional circle of seven independent scientific personalities. The Hungarian Scholarship Board office, as the background institution of the Ministry of Education and Culture, (*Oktatási és Kulturális Minisztérium*) performs all tasks in conjunction with applications, and scholarships/fellowships. Its most important tasks also in 2007/2008 include creating the a general policy for scholarships most in line with the spirit of the European Union, and the knowledge-based society, operating a transparent, equitable scholarship structure accessible for all, and disseminating information to Hungarian citizens on scholarships/fellowship schemes of other countries.

One of the biggest exchange programmes in the world, the Erasmus, celebrated its 20th anniversary in 2007. Hungary joined the biggest, and undoubtedly the most successful mobility programme of the European Union in 1997. In the academic year of 2007/2008 about 3000 students and more than 600 teachers of 49 Hungarian tertiary educational institutions participated in the programme. The Hungarian Erasmus students broke a record, as according to present statistics, by the end of the academic year of 2007/2008, more than 3000 students had the opportunity to travel and study in one

of the 31 European countries in the programme. The first Erasmus students, altogether 856, travelled abroad from Hungary in 1998.

This number is expected to grow, as within the framework of the *Lifelong Learning Programme*, launched in 2007, the Erasmus students can also do their professional practice abroad. Thus the programme significantly improves their chances in the labour market, as a professional practice done abroad means an advantage for them at future job search.

In Hungary the Erasmus programme was subsidised with 7,3 million Euros in 2007.

It also supports cooperation among institutions of tertiary education, and student mobility. In the period 2002-2008 the emphasis of the ERASMUS- Mundus programme has been on the European dimension of tertiary education, mobility, and the recognition and transparency of university studies, as well as the cooperation between HE institutions and the mobility of HE students. The point of the CEEPUS programme is to enable participating countries' institutions of tertiary education, i.e. universities (*egyetem*), and *főiskola* to receive guest lecturers, exchange programmes, joint participation at language courses and professional seminars, and summer universities, and thereby strengthen the professional and friendly links of Central European intellectuals.

Erasmus Mundus is a new mobility programme in the field of higher education which supports the international relationships of Universities in Europe as well as it aims to raise the standards of European higher education. It promotes high quality Master degree programmes and it aims to attract students to European Universities and Colleges from all over Europe and also from the Third World. Two out of its four action plans offer individual scholarships to enhance mobility of students and lecturers of both European and Third world countries.

There is great interest in Hungary for studies funded by foreign grants, which calls for domestic resources in addition to EU funds to support the increasing number of students travelling abroad. Government has made available the following supplementary grants to those travelling abroad to study on Erasmus grants, in addition to the baseline funding. In contrast to earlier years supplementary social grants of maximum 250 Euro per month can be applied by students. In the application the name of the students must be given. The monthly grant of the student together with the supplementary amount cannot be more than 350 euros.

When studying abroad, Erasmus students remain eligible to all support granted to them in Hungary (e.g. scholarships to which the student became entitled in a Hungarian institution of tertiary education, etc.), and the students' loan may also be used to assist their foreign studies while abroad.

The European Credit Transfer System is being used in more and more institutions. The host university (*egyetem*) may ask for the ECTS credit points linked to the subjects studied. By 2007/2008, practically all higher education institutions have introduced the credit system, which are regulated in details in the Act on Higher Education and related legislations.

In order to help Hungarian institutions of tertiary education, to improve the credit system on a national scale and to support its function in student mobility, the National Credit Council (NCC) has been established.

NCC is an advisory board to the Minister of Education. The Office of the National Credit Council gives organizational assistance to NCC in their work. Also, the Office of the NCC offers professional services to the management of the higher institutions as well as to professors and students. The Head of the Office is a member of the European credit advisory network.

On 1 January 2002 Act C of 2001 on the Recognition of Foreign certificates, and degrees went into effect, regulating the recognition of foreign certificates and degrees fully in line with the principles and the terminology proposed in the Lisbon convention on recognition. The Hungarian Centre for

Equivalence and Information (HCEI) that operates under the Ministry of Education and Culture (*Oktatási és Kulturális Minisztérium*) until 31 December 2006 is responsible for the recognition of the level of qualification documented by degrees of tertiary education, the professional skills they reflect, it provides information on the Hungarian and the foreign education systems and it issues certificates of the authorities/official certificate of possessing a certificate that can be used abroad.

The scope of the law includes the recognition of primary, upper secondary, or tertiary qualifications/certificates or scientific grades issued both in the EU and outside. Section 3 of the Act provides that the competent authority may, in its final assessment, state equivalence between the legal effect of a foreign degree and that of a degree available in Hungary.

The resolution on the recognition of the level of qualification states what level of Hungarian qualification the foreign qualification is equivalent to, i.e. degrees available in *főiskola*, university (*egyetem*), or postgraduate qualification requiring a *főiskola* degree, or the same requiring a university (*egyetem*) degree.

Further, the resolution on recognising a professional qualification will declare identity between the qualification reflected by the foreign document and a professional qualification available in a specific course in a Hungarian *főiskola*, university or postgraduate course following up on *főiskola* or university (e.g. architect, lawyer, general practitioner, etc.)

Those persons who can prove their personal identity by giving their personal details, their citizenship, and their Hungarian residence upon submitting the application may apply for recognition of their qualifications. In lack of a residence in Hungary the process will not be initiated. The Hungarian Centre for Equivalence and Information reach their resolution in a process aimed at recognising the level of qualification in 60 days, and if the application is for recognising professional qualification, it takes 90 days, provided that all necessary documentation has been submitted, and no further proof needs to be obtained.

The resolution concerning recognition of level of qualification may be appealed against within 15 days of receipt. Such appeals must be submitted to the Hungarian Centre for Equivalence and Information, but addressed to the Minister of Education and Culture, and are free of administrative charges. The resolution of the Minister of Education and Culture is final; however, an application may be submitted to the Capital City Court of Justice (*Fővárosi Bíróság*) within 30 days of receipt to review the initial resolution.

11.6.2. Mobility and Exchange of Teaching and Academic Staff

The aim of programmes/projects of mobility and exchange is to reinforce the European nature of professional and further training, and to promote the development of theoretical and practical skills as well as the general command of the technical terminology in a foreign language. They also enable cooperation between various players of vocational/professional training and the economic sector. Projects of mobility split into two kinds in terms of both aim/target group, and period: work experience abroad, and exchange programmes. Hungary has been participating in the teacher further training

programme of the Council of Europe since 1994. The programme works on a network basis. Member countries arrange seminars lasting up to 7 days on subjects linked to the projects run by the Council of Europe, and teachers are selected from a pool of applicants from all member countries. In addition to offering professional experience, these seminars are also an opportunity of working in foreign language, and building professional relationships, and laying the foundations of later cooperative ventures.

Most Hungarian universities ([egyetem](#)) and [főiskola](#) are members of the most important associations of European universities, but some Hungarian institutions are members of non-European networks. These memberships aim at close professional relationships with the most important universities ([egyetem](#)) and promote the mobility of our teachers and students. The international activities of universities include maintaining formerly established contacts with foreign universities, and creating new ones. These mostly target mobility of students and teachers, but there are examples for initiatives for joint research, or training. We have, in the course of our efforts reorganising our universities ([egyetem](#)), placed great emphasis on extensive decentralisation, which also concerned international relationships. Therefore faculties and departments now manage their own international activities.

Universities ([egyetem](#)) fund most of their international research projects from resources applied for and granted by various EU agencies, but there are a large number of projects funded by other international organisations, and funds. The CEMS (Community of European Management Schools) was established in 1988 with the aim to promote the cooperation between European universities and the professional cooperation between universities and the business world. There are 17 universities of 17 countries participating in the CEMS programme, where Hungary is represented by the Budapest Corvinus University.

The CEMS network programme awards a special internationally accepted degree to those students coming from a member university who above completing the scholastic expectations of their home university spend a semester in a partner university and complete the courses developed by CEMS, participate in a foreign trainee programme and pass two language examination of European languages organized by CEMS. Going through the pre-selection procedure about 15-20 students may spend a semester abroad and at the same time a similar number of foreign students may study for a semester at Budapest Corvinus University where the courses and lectures they take/read are delivered in English.

We have excellent and active relationships with most universities of Central Europe in the framework of the CEEPUS programme. The CEEPUS programme aims to promote teacher and student mobility. Students can spend a study period abroad or teachers can undertake a teaching period at a partner university. These opportunities are designed to strengthen professional and personal relationships among Central European scholars, and it also provides opportunities to organize language- and professional courses, summer university courses and field trips.

After prolonging the programme several times the current CEEPUS II programme period began on 1 January 2005 and it lasts until the end of 2009. This programme period can be prolonged with another 5 years with the agreement of all the member states.

The number of member states has risen to 15 from the original 6, at present students may travel with the support of CEEPUS to the accredited/publicly acknowledged higher education institutions of the following countries: Albania, Austria, Bosnia- Herzegovina, Bulgaria, the Czech Republic, Croatia, Kosovo, Poland, Macedonia, Hungary, Montenegro, Romania, Serbia, Slovakia and Slovenia.

The universities ([egyetem](#)) of economic sciences of Vienna, Budapest, and Bratislava launched their joint summer universities on economic subjects under the title DANUBIA seven years ago. From 2007

onwards, seven countries participate in the Danubia network, the new joiner is the “Academy of Economic Studies” from Bucharest. Because of this, a new conception was introduced, the so called “traveling university”, which visits 4-5 cities/ universities each year (leaving Vienna as the last location every year), and each participating countries can delegate 8 students.

From 2008 onwards, Vadym Hetman Kyiv National Economic University also has a delegation. Due to the increase in both the locations and distances, the programme is now organised at only five locations a year in a rotary system, and the number of students representing the institutions has also decreased.

The costs of the CEEPUS programme are ensured by the governments of member states by covering the costs of living and the scholarships of the CEEPUS scholars arriving at the country. In every academic year within the framework of the programme all the members offer their own month quota, that is they declare the number of months for which they host foreign students and teachers.

The Civic Education Project (CEP) is a voluntary international educational institution that has been active in the field of social sciences in institutions of tertiary education since 1990 in the East central European region. The Civic Education Project is an organization that was established to support the tertiary educational programmes in the East- and East central European regions. It regularly organizes various international student conferences in the region. The language of the conferences is English. All costs of participation are covered by the CEP. The students give lectures to an international audience in English about their paper related to the conference theme. Several factors are considered when selecting the participants, such as: language competency, professional quality and personal lecturing skills. Selection usually happens based on an extensive, multi-staged evaluation system.

A new programme of CEP is the Eastern Scholar Program aimed specifically at ‘reconquering’ talented young university teachers from American or Western European educational institutions. The programme means to support their reintegration partly through a modest grant, and partly through making teachers become part of the CEP organisation, and thereby connecting them on a rich web of relationships not just in the region, but also in the US, and Western Europe, and, through them the host department benefits from significant support to textbook publication.

Világ-Nyelv is foreign language learning development concept started by the Ministry of Education in 2003. It aims at improving language skills and competences and to foster Hungary’s plan to catch up with the European countries where the everyday use of foreign languages is already a common practice. This means that pupils leaving compulsory education are to possess the knowledge of a foreign language at intermediate level and another foreign language at a basic level. Moreover, they should be able to maintain and further improve their language skills and learn new foreign languages in the future.

In 2005, in the framework of the Lingo project, Világ-Nyelv Programme was selected as one of the 50 best European practices used for motivating European citizens to learn languages. Its sub-programmes are to motivate language learning outside mainstream education. The sub-programmes of Világ-Nyelv Programme provide financial support to improvements through different grants in all areas of language teaching.

1. The *Forrás*: Support for the maintenance of student centres. This grant supports disadvantaged students in catching up by operating foreign language libraries – study centres that enables students to improve their skills and competences individually. In 2007 institutions operating Forrás type study centres may apply for financial support.

2. The *Élesztő*: Support for introducing new foreign language teaching programmes. This type of grant supports the teaching programmes of less frequently taught modern foreign languages in Hungary. Institutions introducing less frequently taught languages may apply for support for preparing a complete syllabus and curricula for the taught language(s) and the most necessary facilities that are needed for the introduction the chosen language in one study group.

3. *Participation in basic language courses* is a type of support designed according to the symbol of life long learning. It supports the foreign language (English, German or French) learning of teachers working in full time public servant position in public educational institutions of *általános iskola* or *gimnázium*.

4. *Hosting foreign guest teachers and trainee teacher in szakiskola and szakközépiskola*. This grant type is a subprogramme in the framework of the Világ-Nyelv (World – Language) Programme that would allow teacher trainees and newly qualified teachers of any vocational subject from any interested countries to spend part of their teaching practice at a Hungarian vocational school. In this way both students and Hungarian teachers (of a vocation or foreign language teachers) with the help of teachers from abroad who are native speakers or teachers with high level foreign language skills can acquire and/or improve up-to-date, functional language skills. From 2006, the Programme for the mobility of teacher trainees and newly qualified teachers is supervised by the Hungarian Ministry of Social Affairs and Labour (<http://www.szmm.gov.hu/main.php?folderID=13318&langchanged=eng>) and it is financed by the Hungarian Vocational Training Committee.

The first, pilot period of the program has been realized between January and June 2006. 24 foreign candidates spent 2-5 months in a Hungarian vocational school as a guest teacher, and they fulfilled their teaching practice there. The guest teachers arrived from Germany, Australia, Austria, Italy, and Spain and the vocational areas where they taught were economics, agriculture, technical studies, human services, etc. (read more about the project – programme evaluation, reports, interviews, events organized - in English at http://english.tpf.hu/pages/subpage/index.php?id=513&page_id) at the same time their presence at the vocational institutions had a great influence on language teaching as well.

11.7. Statistics

11.7.1. Students of foreign citizenship in full time education, 2007/2008

Country		"Óvoda"	"Általános iskola"	"Szakiskola"	"Középiskola"	Higher education
Croatia	#	1	18	8	40	136
	%	0.00	0.00	0.01	0.01	0.06
Slovenia	#	2	1	2	9	12
	%	0.00	0.00	0.00	0.00	0.00
Serbia	#	35	170	81	421	871
	%	0.01	0.02	0.07	0.10	0.36
Romania	#	380	1 436	309	1 304	1 714
	%	0.12	0.18	0.25	0.29	0.71
Slovakia	#	25	100	77	735	1 604
	%	0.01	0.01	0.06	0.17	0.66
The Ukraine	#	71	335	47	352	858
	%	0.02	0.04	0.04	0.08	0.35
Other	#	1 089	2 339	109	1 420	7 017
	%	0.34	0.29	0.09	0.32	2.89

Total	#	1 603	4 399	633	4 281	12 212
	%	0.49	0.54	0.51	0.97	5.03

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11.7.2. Number and ratio of foreign students by education level and type of course, 2007/2008

Name	Accredited mainstream "Felsőfokú szakképzés"	Főiskola level	Egyetemi level	BSc	Master training	Uninterrupted education	Specialising further training	PHD, DLA	Total
Full time									
Total number of students	10 219	47 048	69 979	98 770	188	11 133	633	4 923	242 893
Foreign	103	946	3 956	3 169	50	3 314	248	426	12 212
%	1.0	2.0	5.7	3.2	26.6	29.8	39.2	8.7	5.0
Evening course									
Total number of students	108	2 740	1 566	1 677	72	163	2 128	81	8 535
Foreign	3	62	14	38	4	2	41	2	166
%	2.8	2.3	0.9	2.3	5.6	1.2	1.9	2.5	1.9
Correspondence course									
Total number of students	2 071	42 618	16 013	41 964	724	3 295	14 149	2 056	122 890
Foreign	24	879	139	1 171	6	105	154	124	2 602
%	1.2	2.1	0.9	2.8	0.8	3.2	1.1	6.0	2.1
Distance learning course									
Total number of students	0	16 957	145	4 339	0	0	1 852	93	23 386
Foreign	0	353	1	120	0	0	4	1	479
%		2.1	0.7	2.8			0.2	1.1	2.0
All courses together									
Total number of students	12 398	109 363	87 703	146 750	984	14 591	18 762	7 153	397 704
Foreign	130	2 240	4 110	4 498	60	3 421	447	553	15 459
%	1.0	2.0	4.7	3.1	6.1	23.4	2.4	7.7	3.9

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11.7.3. Number and ratio of foreign students studying in Hungary in 2007/2008

All courses

Area	Accredited mainstream "Felsőfokú szakképzés"	Főiskola level	Egyetemi level	BSc	MSc	Uninterrupted education	Specialising further training	PHD, DLA	Total	Female from total	Female Ratio %
Europe (pax) %	126	2 141	3 061	3 909	41	2 475	357	454	12 564	6 535	52.0
	96.9	95.4	74.5	87.0	68.3	72.3	79.9	82.1	81.3	85.2	
Asia (pax) %	2	64	843	430	18	726	35	69	2 187	866	39.6
	1.5	2.9	20.5	9.6	30.0	21.2	7.8	12.5	14.1	11.3	

Africa (pax) %	1	18	74	77	0	101	9	21	301	95	31.6
	0.8	0.8	1.8	1.7	0.0	3.0	2.0	3.8	1.9	1.2	
North America (pax,%)	0	14	126	63	0	114	44	9	370	162	43.8
	0.0	0.6	3.1	1.4	0.0	3.3	9.8	1.6	2.4	2.1	
South America (pax,%)	0	8	5	12	1	0	2	0	28	12	42.9
	0.0	0.4	0.1	0.3	1.7	0.0	0.4	0.0	0.2	0.2	
Oceania (pax, %)	1	0	1	2	0	5	0	0	9	3	33.3
	0.8	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	
Total (pax) %	130	2 245	4 110	4 493	60	3 421	447	553	15 459	7 673	49.6
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

Full time courses (“nappali tagozat”) only

Area	Accredited mainstream "Felsőfokú szakképzés"	Főiskola level	Egyetemi level	BSc	MSc	Uninterrupted education	Specialising further training	PHD, DLA	Total	Female from total	Female Ratio %
Europe (pax) %	100	851	2 911	2 599	31	2 371	176	377	9 416	4 849	51.5
	97.1	89.8	73.6	82.1	62.0	71.5	71.0	88.5	77.1	81.3	
Asia (pax) %	2	62	839	423	18	723	22	33	2 122	852	40.2
	1.9	6.5	21.2	13.4	36.0	21.8	8.9	7.7	17.4	14.3	
Africa (pax) %	1	16	74	75	0	101	5	14	286	93	32.5
	1.0	1.7	1.9	2.4	0.0	3.0	2.0	3.3	2.3	1.6	
North America (pax,%)	0	12	126	59	0	114	44	2	357	157	44.0
	0.0	1.3	3.2	1.9	0.0	3.4	17.7	0.5	2.9	2.6	
South America (pax,%)	0	7	5	10	1	0	1	0	24	9	37.5
	0.0	0.7	0.1	0.3	2.0	0.0	0.4	0.0	0.2	0.2	
Oceania (pax, %)	0	0	1	1	0	5	0	0	7	2	28.6
	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.0	
Total (pax) %	103	948	3 956	3 167	50	3 314	248	426	12 212	5 962	48.8
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

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11.7.4. Number of students studying abroad with Erasmus programme by year and target country

Destination	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Total
Austria	39	90	92	93	104	111	119	160	168	201	1 176
Belgium	53	93	113	93	82	98	124	137	167	217	1 177

Bulgaria							2	2	4	7	15
Cyprus									4	3	7
Czech Republic							5	14	39	46	104
Denmark	18	29	57	43	48	44	69	80	97	99	584
United Kingdom	87	134	135	112	96	108	108	131	161	187	1 260
Estonia							1	6	10	10	27
Finland	76	145	199	152	184	201	206	227	244	267	1 901
France	133	218	275	223	214	276	283	321	329	407	2 679
Greece	10	32	48	37	37	41	42	59	54	72	433
The Netherlands	76	129	145	121	136	146	162	173	176	236	1 499
Ireland	4	6	8	7	11	15	8	16	13	28	116
Iceland								1	3	3	7
Poland							17	34	51	80	182
Latvia								1	7	3	11
Liechtenstein							4	8	3	5	20
Lithuania								1	3	5	9
Luxembourg									0	0	0
Malta									0	1	1
Germany	243	467	536	460	497	567	611	680	751	888	5 699
Norway							33	47	46	51	177
Italy	50	141	205	189	208	225	237	272	280	300	2 109
Portugal	14	24	36	34	56	42	44	42	69	108	469
Romania								5	13	29	47
Spain	23	67	91	120	100	125	157	150	210	293	1 336
Sweden	30	49	61	50	56	58	63	71	64	81	583
Slovakia							1	5	11	25	42
Slovenia							9	7	18	27	61
Turkey							10	19	33	56	118
Total	856	1624	2001	1734	1829	2057	2315	2669	3028	3735	21 849

Source: Tempus Public Foundation, Erasmus coordinator

11.7.5. Number of students studying abroad with Erasmus by level of education

Level of education	Accredited mainstream "Felsőfokú szakképzés"			First cycle			Second cycle			Third cycle			All Erasmus Students
	♀	♂	Total	♀	♂	Total	♀	♂	Total	♀	♂	Total	
1998				486	312	798	24	34	58				856
1999				782	429	1 211	214	133	347	27	39	66	1 624
2000				1 033	512	1 545	219	133	352	57	47	104	2 001
2001				971	476	1 447	133	101	234	34	19	53	1 734
2002				1 002	506	1 508	134	104	238	53	30	83	1 829
2003				1 091	516	1 607	224	178	402	28	21	49	2 058
2004				1 343	720	2 063	130	77	207	27	18	45	2 315
2005				683	306	989	1 014	616	1 630	26	24	50	2 669
2006				1 055	406	1 461	953	552	1 505	32	30	62	3 028
2007	7	2	9	1 290	588	1 878	1 167	620	1 787	34	27	61	3 735
Total	7	2	9	9 736	4 771	14 507	4 212	2 548	6 760	318	255	573	21 849

Source: Tempus Public Foundation, Co-ordinator of Erasmus

11.7.6. Number of teachers/lecturers working abroad with Erasmus scholarship programme by year and country

Country of destination	2000	2001	2002	2003	2004	2005	2006	2007	Total
Austria	30	30	23	25	23	41	42	42	256
Belgium	24	25	16	21	24	22	24	26	182
Bulgaria						4	2	2	8
Cyprus					2	2	1	1	2
Czech Republic					5	9	7	17	38
Denmark	7	8	4	5	9	8	6	7	54
United Kingdom	33	30	20	24	27	26	24	32	216
Estonia					2	3	3	3	11
Finland	60	57	46	48	50	49	51	66	427
France	73	86	52	70	70	89	71	73	584
Greece	8	9	11	6	14	18	8	15	89
The Netherlands	23	29	21	18	24	25	31	27	198
Ireland	1	1	2	1	2	3	1	4	15
Iceland						1	0	0	1
Poland					9	11	16	20	56
Latvia						1	1	5	8
Lichtenstein					4	8	0	0	0
Lithuania					2	4	7	7	20
Luxembourg							0	0	0
Malta							3	2	5
Germany	114	131	77	114	124	147	161	158	1 026
Norway				1	21	12	11	12	57
Italy	64	77	60	63	60	63	66	65	518
Portugal	19	13	6	11	9	14	23	14	109
Romania					1	22	42	53	118
Spain	20	27	10	27	20	23	22	26	175
Sweden	11	9	6	11	16	7	7	4	71
Slovakia					5	16	15	31	67
Slovenia					1	2	10	6	19
Turkey						10	21	21	52
Total	487	532	354	445	519	630	676	739	4 382

Source: Tempus Public Foundation, Co-ordinator of Erasmus