
THE SYSTEM OF EDUCATION IN HUNGARY

Prepared by the experts of the Ministry of National Resources of Hungary
in cooperation with the Hungarian Eurydice Unit



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Responsible leader: Könczey Áron
Design: Király Zoltán

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1 Policy context

1.1 Background

The Republic of Hungary occupies 93,030 square km of territory and has approximately 10 million inhabitants. The number of inhabitants have been declining due to natural attrition for the past 28 years. Population density per square km is 107.8 persons. About 70 per cent of the population lives in towns and urban communities, with Budapest and its agglomeration accounting for nearly 30 per cent of the total population. The official language is Hungarian (Magyar), which is the mother tongue of the overwhelming majority (over 97%) of the population.

Since the promulgation of the Amendment of the Constitution on 23 October 1989 the Republic of Hungary has been a parliamentary democracy. The country joined the European Union in 2004.

Hungary's supreme body of legislative power and popular representation is the unicameral Parliament. Executive power is exercised by the government. The elected bodies of local municipalities of villages and towns enjoy considerable political and financial independence. The country is divided into 19 counties and Budapest, the capital.

Education is primarily regulated by the Act on Public Education, the Act on Higher Education, the Act on Vocational Education and the Act on Adult Education.

Since the restructuring of public administration in 2010, the education sector belongs to the Ministry of National Resources. The Ministry is responsible for education (kindergartens, schools and higher education institutions), culture, social affairs (including crèches), health care, youth and sport. Vocational and adult education/training are the responsibility of the Ministry for National Economy.

1.2 Provision and Governance of Education

Public education

Participation in education is mandatory between the ages of 5 and 18. In the school year of 2009/2010 775 thousand students were involved in primary and lower secondary education and 513 thousand in upper secondary education. Approximately, 328 thousand children attended kindergartens, the final year of which is compulsory.

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 several types of programmes for teaching minorities: instruction in the minority language (mother tongue programme), bilingual education, Hungarian as the language of instruction with minority language taught as a foreign language and intercultural education programmes.

In accordance with the law on freedom of religion and belief, students are free to choose a denominational or other private school for education.

Public education institutions may be established and maintained by the state, local governments, minority local governments (hereinafter public sector schools) as well as legal entities (foundations, churches, etc.) and natural persons. The state provides public education maintainers with a budget subsidy for the performance of their tasks.

About 90 per cent of children attend public-sector institutions, primarily municipal kindergartens and schools. Public sector schools must not be committed to any religion or ideology, while private institutions may operate as denominational kindergartens or schools.

Decentralisation is a key feature of the administration of public education in Hungary.

The *central government* sets the legal framework for operating educational institutions, establishes the criteria and conditions for public education, operates the examination system and provides quality control through the Educational Authority.

Municipalities are responsible for providing education from kindergarten (óvoda) to secondary education. If maintaining a secondary school presents difficulties, the task can be transferred to or shared with county governments. Municipalities control the legality of operation and management; make decisions about the establishment of an institution; specify the budget; supervise the finances and legal operation and the efficacy of professional work. In the case of state-funded education, municipalities often act as maintainers of the educational institutions. The maintainer appoints the heads of public education institutions and exercises employer's rights over them. Within the local and county governments, town clerks exercise the rights of authority.

An important development of the past few years has been the establishment of micro-regional associations of municipalities, which eases the way to set up regional co-operation on a voluntary and multi-purposive basis. The most common duties of micro-regional associations in the field of education include the substitution of teachers, in-service training, evaluation and assessment, special education services (i.e. speech therapy), special education of the gifted and consultation services.

Public education institutions have autonomy in organising pedagogical work and in recruiting teaching staff.

Higher education

The Parliament is responsible for enacting the Act on Higher Education, setting the directions for development, granting state recognition to or depriving the same from higher education institutions. It also specifies the funds allocated by the state from the central budget for developing and operating higher education.

The Ministry of National Resources is responsible for establishing general policy, regulatory and control related tasks in line with the provisions of the Act on Higher Education.

It is the Government's duty to submit to the Parliament proposed legislation and medium term development plans for higher education, to determine the total number of students admissible to state financed courses in any one year and the distribution of the same across training areas and levels. The Government is entitled to establish scholarships.

Higher education institutions can be established by the state or by private entities. To become a state recognized higher education institution, the institution must undergo an accreditation procedure. State recognition is necessary for an institution to issue diplomas which are recognized in Hungary. Higher Education institutions enjoy a high level of autonomy both in financial and in professional matters.

1.3 Financing of Education

In 2009, the total public expenditure on education amounted to HUF 1237 billion, about 4.7% of the GDP. Of this, 55% (HUF 872 billion) was spent on public education (pre-primary to upper secondary education) and 20% (HUF 252 billion) on higher education.

The funds required to operate the system of education come from the following sources:

- the central budget as determined by the annual Budget Act, transferred to the maintainers of education institutions on the basis of the number of students,
- the local revenues of municipalities,
- the revenues of institutions, e.g. from business activities, fees, payments for ancillary services, etc.
- Vocational Training Fund: The financial resources collected through the mandatory contributions of enterprises can be used to finance vocational education and training activities – both formal and non-formal.

State support to private schools is equal to the support of municipal schools. Private educational establishments maintained by churches receive over 90 per cent and other private entities receive more than 50 per cent of their budget from public resources.

The law stipulates the provision of free compulsory education. Public schools can only charge for certain services, e.g. meals, some extracurricular activities.

State funding for the operation of higher education institutions is distributed in a normative (per capita) way. Normative elements are as follows: (1) for supporting study places, (2) for research and (3) for basic maintenance costs.

Private higher education institutions (with the exception of church maintained higher education institutions) do not receive per-capita (normative) funding from the state budget, only funding for specific educational and scientific purposes.

In addition to funding from the central budget, higher education institutions are entitled to establish enterprises, obtain property, have revenues, buy securities or take out a loan.

Table 1 Public education institutions by type and governance (2001-2009)

School year	Total		Public		Denominational		Other private	
	Institutions	Students	Institutions	Students	Institutions	Students	Institutions	Students
<i>Kindergartens</i>								
2001/2002	3 522	342 285	3 250	328 776	86	5 988	186	7 521
2005/2006	3 294	326 605	2 983	310 657	107	8 302	204	7 646
2009/2010	2 498	328 545	2 133	308 362	139	11 614	226	8 569
<i>Basic schools</i>								
2001/2002	3 423	947 037	3 189	901 428	144	35 671	90	9 938
2005/2006	3 141	861 858	2 870	807 439	171	42 139	100	12 280
2009/2010	2 322	775 741	2 019	712 553	194	48 661	109	14 527
<i>Vocational schools including special vocational schools</i>								
2001/2002	585	132 998	494	119 593	22	2 974	69	10 431
2005/2006	627	135 008	506	117 179	24	3 556	97	14 273
2009/2010	593	145 285	442	117 736	31	4 849	120	22 700
<i>Secondary general schools</i>								
2001/2002	577	223 474	429	171 871	88	29 969	60	21 634
2005/2006	620	243 878	434	179 638	96	34 177	90	30 063
2009/2010	623	239 992	407	165 891	104	37 049	112	37 052
<i>Secondary vocational schools</i>								
2001/2002	798	292 646	634	251 413	23	4 799	141	36 434
2005/2006	797	287 290	593	237 225	24	5 908	180	44 157
2009/2010	684	273 344	467	211 907	31	6 912	186	54 525

Source: Ministry of National Resources database

2 The Structure of Education



Kindergarten education and care is available for children aged 3-6 and is compulsory from age 5.

Primary and lower secondary education (ISCED 1 and 2) is provided in 8-grade single structure schools. However, general secondary schools are also allowed to offer single structure programmes starting from Grade 5 (8-grade secondary programmes) or Grade 7 (6-grade secondary programmes).

Upon completion of lower secondary education, students continue their studies at upper secondary level in general secondary schools, vocational secondary schools or vocational schools. General secondary schools provide general education and prepare for the secondary school leaving examination (érettségi) which is the prerequisite for admission to higher education. Secondary vocational schools provide general and pre-vocational education in grades 9-12, prepare for the secondary school leaving examination, and provide admission to vocational post-secondary non-tertiary programmes (ISCED 4 C) starting in grade 13.

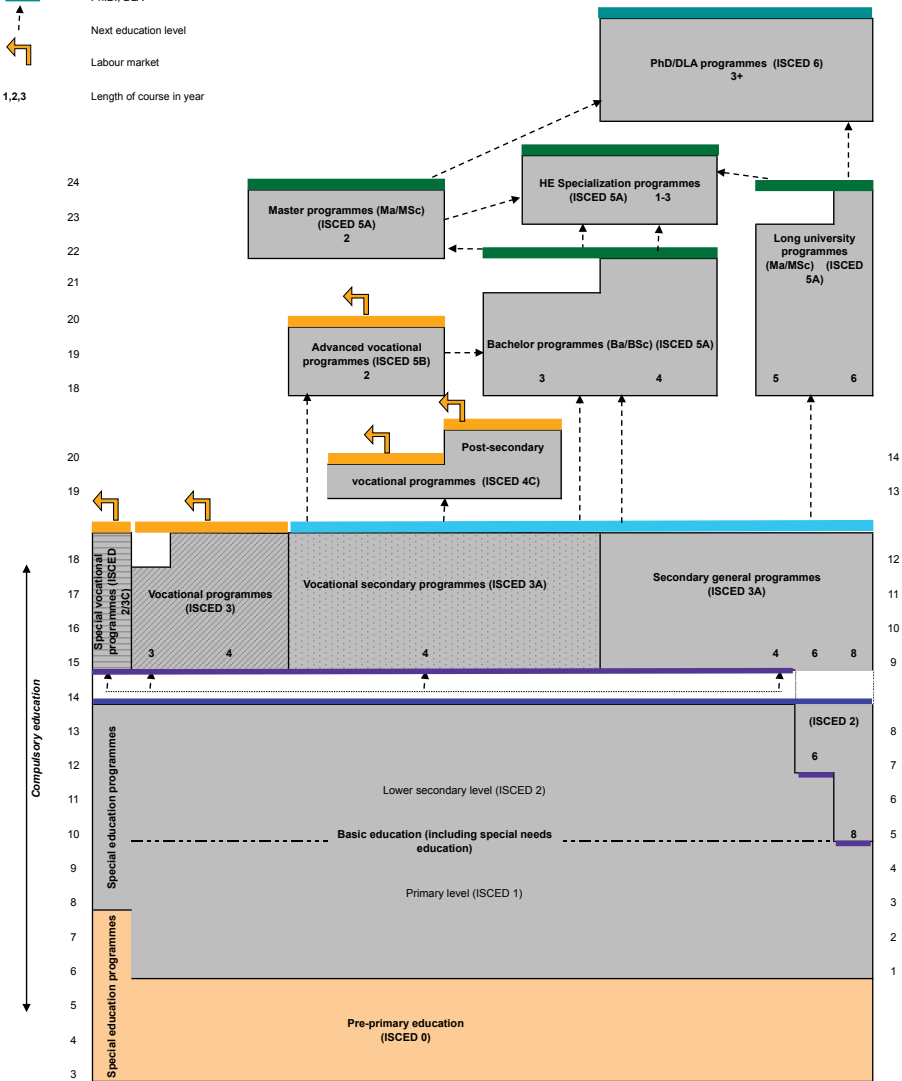
Vocational schools provide general and pre-vocational education in grades 9-10 and vocational education in grades 11-12 and may also provide remedial lower secondary general education (ISCED 2) for those who have not accomplished lower secondary education. Vocational schools do not prepare for the secondary school leaving examination. In September 2010, three-year 'early VET' pilot programmes started in some trades, which provide an opportunity for applicants to start vocational training as early as in grade 9.

Higher education programmes (ISCED 5A, 5B, 6) are offered by universities and colleges (non-university HEIs). ISCED 5B advanced vocational programmes may also be offered by secondary vocational schools. They do not provide a higher education degree but 30-60 of their ECTS credits can be recognised for relevant Bachelor programmes.

Legend

- Basic education certificate
- Admission procedure, entrance examination
- Secondary school leaving examination (Matura)
- Vocational qualification examination
- Higher education diploma (Ba, BSc, Ma, MSc, Specialization diplomas)
- Ph.D., DLA
- Next education level
- Labour market
- 1,2,3 Length of course in year

Structure of the Hungarian education system



3 Early childhood education and care



Kindergarten (óvoda) provides education and care for children aged 3 to 6 (7) years. Most kindergartens also provide full day care with meals. Kindergarten education and care is optional from the age of 3 and is compulsory from the age of 5, when children are obliged to participate 4 hours a day in guided activities. Although mandatory primary school entry age is 6 years, children may stay in kindergarten for an extra year, up to age 7, upon parental request or expert recommendation. Children with special education needs may attend kindergarten up to age 8.

92% of 3 to 6-year old children are enrolled in crèche care, kindergarten or school education. Parents may enrol their children to any kindergarten but kindergartens are only obliged to admit children from their official catchment area. Children can attend kindergarten from the age of 3 but kindergartens have to admit them only from the age of 5 (except for multiply disadvantaged children, whom they have to admit from the age of 3).

Education is provided on the basis of the local programme of the kindergarten developed in accordance with the provisions of the National Kindergarten Core Programme issued by the Government.

Public kindergartens are free: they can only charge for extra services not included in their basic tasks, e.g. for meals, excursions. Private kindergartens may charge a fee.

Children between 20 weeks and 3 years of age are provided day care in crèches (day care centres) offering professional care and nursing with some educational elements. This institution is part of the child welfare provision and is supervised by the State Secretariat responsible for health and social affairs within the Ministry of National Resources.

Table 2 Kindergarten: institutions, children, teachers (2009/2010)

Institutions (school sites)	4 366
Pupils	328 545
– of which girls	158 154
– of which SEN children in special education classes	1 207
Children-groups	14 396
– of which pupils age-based groups	5 945
– of which special education groups	155
Teachers	30 007
– of which in full-time	29 558
– of which females	29 953
– employed in special education	1 475
– of which employed in the education of national minorities	3 334
Pupil/teacher ratio	10,9

Source: Ministry of National Resources database

4

Primary and Lower Secondary Education (ISCED 1, 2)



4.1 Organisation of programme providers, learning groups and learning time

Basic education is provided predominantly in 8-grade (single structure) basic schools (általános iskola) comprising ISCED levels 1 and 2. In small villages where there are few students, a school may offer only an ISCED 1 programme, i.e. primary grades. In such communities the kindergarten and the school are often organized as a single administrative unit. General upper secondary schools (gimnázium) may offer a lower secondary programme in a single structure programme with 6 or 8 grades. Such programmes are only available in schools established for the single purpose of general secondary education.

Whereas a school is typically one administrative unit, in areas of scattered population basic schools of several villages are merged into one administrative unit with several school sites. It is also more and more frequent to merge several schools into one administrative unit in towns for financial reasons. Besides cost-efficiency, a further argument for school mergers is that subject matter teaching can be organized more efficiently and equitably in a larger school than in several small schools.

At the primary levels, i.e. in Grades 1-4, the classroom teacher teaches all subjects. Subject teaching starts in Grade 5.

The maximum number of students per class cannot exceed 26 in Grades 1-4, and 30 in Grades 5-8.

The school year starts on the first working day of September and ends in mid-June. In this period 185 days are teaching days, five days a week from Monday to Friday. There is a school holiday in the autumn, the winter and in the spring. Lessons typically last for 45 minutes. The school may also organize longer (maximum 60-minute) or shorter lessons. The school day typically starts at 8 a.m. and ends between 12:30 and 2 p.m. An exception to this is the “whole-day” school where students continue to have lessons after lunch and classes finish at around 4 p.m.

Most basic schools offer school lunch and daytime study centre service, where students can prepare their homework with the support of a teacher, who also organizes leisure activities for the children.

4.2 Admission

Children start school between the age of 6 and 7. Children with special educational needs may start basic school at the age of 8 at the latest. A statement of school readiness is prepared by the kindergarten teacher after consultation with the parents of the child and on the basis of monitoring the development of the child throughout his/her kindergarten attendance. In case of uncertainty, parents are advised to take the child to the Educational Counselling Service, which would form an expert opinion on the basis of an examination by a psychologist. The decision on admitting a child to school lies with the school head.

Admission to the basic school is by neighbourhood. Students who live in the school district (catchment area) have priority to be admitted by the school. Schools may admit students from outside the school district provided there are still places available after the district children have been admitted. With the exception of arts and sports schools, basic schools in Hungary are not allowed to conduct admission tests.

4.3 Curriculum control and content

In primary and secondary education a three-level structure constitutes the overall framework for curricular matters:

- *The National Core Curriculum* is a set of competence standards providing guidelines for curriculum development. It is issued by a government decree. It specifies the common goals of teaching and learning and the core study areas for primary and secondary education. These are in accordance with the Key Competences agreed upon by the Council of the European Union.
- *Framework curricula*, either developed or accredited by the Ministry, are based on the National Core Curriculum. They contain recommendations for teaching objectives, the system and time allocation of subjects, the content of the individual subjects, and the requirements in each subject in each grade.
- Schools develop their *local curriculum* in accordance with the National Core Curriculum by adopting one of the recommended framework curricula or by preparing it on their own. The local curriculum has to be approved by the teaching staff and the school maintainer.

Schools, in consultation with teachers may choose from a variety of textbooks included in the list of approved textbooks. The list of textbooks and teaching aids is approved by the minister responsible for public education.

4.4 Assessment, progression and qualification

The performance and progress of students are regularly assessed and evaluated by teachers throughout the school year. Students receive an end-of-term and end-of-year progress report in each grade. This is usually an assessment of progress on a 5-point scale, where 5 is the highest mark, 2 is the pass mark and 1 is fail.

A detailed descriptive report has to be used in Grade 1 and at the end of the first term in Grade 2. Students may be assessed on the traditional numeric scale of 1-5 from the end of Grade 2.

Grade repetition is allowed from Grade 2 onwards if a student fails in several subjects. A 'fail' mark in up to three subjects can be remedied if the student passes a grade examination by the beginning of the next school year. Grade repetition may also be required if the student missed too many classes to fulfil the minimum annual attendance requirements.

Completion of Grade 8 gives access to upper secondary education.

A national assessment of basic competences is organized by the Education Authority in Grade 6 and Grade 8 every year in literacy and mathematics. The results of the tests are reported back to the schools and can be used for diagnostic purposes both at the individual and the school level.

Table 3 Basic schools: institutions, students, teachers (2009/2010)

Institutions (school-sites)	3 343
Students	775 741
– of which in full-time education	773 706
– of which in part-time education	2 035
– of which in special education classes	20 810
– of which integrated in normal classes	31 773
– of which girls/females	373 324
Teachers	74 241
– of which in full-time	70 979
– of which females	64 873
– of which employed in special education	8 185
– of which employed in education of national minorities	5 878
Education support personnel	3 119
Classes	38 262
Student/class ratio	20,3
Student/teacher ratio	10,4

5 Upper Secondary Education and Post-Secondary Education (ISCED 3, 4)



féto: Miklóska Zoltán/Toplista



5.1 Types of programmes in upper secondary education

There are three types of programmes at the upper secondary level in Hungary:

- secondary general programmes (gimnázium) provide general secondary education and prepare students for the secondary school leaving examination (érettség), which is a prerequisite to entering tertiary education.
- secondary vocational programmes (szakközépiskola) provide upper secondary general and pre-vocational education and prepare for the secondary school leaving examination (érettség) as well as for entering post-secondary non tertiary vocational education.
- vocational programmes (szakiskola) typically provide two years of general and pre-vocational education and 1 or 2 years of vocational education and training (ISCED 3). From September 2010, a three-year-long early vocational programme is also available, which provides the opportunity in some vocational areas to start vocational training in Grade 9. Vocational schools may also provide special programmes for students who have not completed lower secondary education. These programmes have an element of remedial education in general subjects, career orientation and pre-vocational or vocational classes.
- Special vocational programmes (speciális szakiskola) are available for students with special educational needs.
- Post-secondary (ISCED 4) programmes are vocational programmes with an entrance requirement of completed secondary general or secondary vocational programmes. In some of the post-secondary vocational programmes, the secondary school leaving examination (érettség) is not an admission requirement.

5.2 Organisation of secondary education: programme providers, learning groups and learning time

Secondary schools may provide more than one type of upper secondary programmes. The typical combinations are secondary schools with a general and a vocational secondary programme,

and secondary schools with a vocational secondary and a vocational programme. It has been a recent tendency to establish schools that specialize in vocational training only. These schools offer vocational programmes at several ISCED levels and prepare students for vocational qualifications, but do not prepare for the secondary school leaving examination.

The programmes in upper secondary education are more diverse than in basic education both in terms of content and in length. There are also more elective subjects depending on the students' career orientation. However, the typical way of organizing learning is based on the class as a permanent learning group kept together from the beginning to the end of the secondary programme. The maximum class size in Grades 9 to 13 is 35.

For practical reasons, the learning of some subjects (like foreign languages, sports and vocational subjects) may be organized in learning groups other than the administrative class. In foreign languages, it is typical to stream students according to the level of progress, in sports by gender and in vocational education by the type of training. However, the primary learning group is the class, which is meant to develop into a learning community over the years. Each class has a form teacher, who is one of the subject teachers teaching that particular class. The form teacher is responsible for that particular class throughout the secondary programme. His or her function is to care for community development, keep contact with the parents of the students, and organize field trips and study tours.

The number of the obligatory classes may not exceed five or six a day (5.5 as a weekly average) in Grades 9 and 10, and six classes from Grade 11. In the vocational training grades the number of vocational theoretical classes may not exceed seven a day.

Lessons usually last for 45 minutes. The school may organize longer (maximum 60-minute) or shorter lessons as well. In vocational art education lessons may be longer, up to 90-minutes per lesson. The school day typically starts at 8 a.m. and ends about 2 p.m.

5.3 Organization of vocational education and training at ISCED levels 3 and 4

Initial vocational training at the ISCED 3 and ISCED 4 levels is organized in two ways: as school-based or a dual form of training. School based vocational training is organized in the schools workshop or in special workshops maintained by the school or a network of schools called *regional integrated vocational centres*.

The dual system exists where the school can find partners for vocational training. To facilitate establishing partnerships between schools and enterprises, the Chamber of Commerce and Industry is planned to act as mediator from 2012.

In vocational training, the student's schedule of work is adapted to the schedule of work of the entity organising vocational practice. The Act on Vocational Training, however, establishes limits to the number of working hours of trainees in order to protect students. For underage students the training time cannot exceed seven hours a day and for students of age it is limited to eight hours a day. If the practical training exceeds four and a half hours, a minimum of 30 minutes uninterrupted break must be ensured. The Act also regulates cooperation between the enterprise providing training, the school and the trainee.

5.4 Admission

Admission to upper secondary general and vocational programmes is conditional on completing basic education (Grade 8). However, some vocational schools also offer remedial education for students aged at least 15 who have not completed basic education. If the vocational school or secondary vocational school prepares for a vocational qualification where students must comply with certain health and/or aptitude requirements, admission is also conditional on those requirements. In addition, arts and sports schools may also set specific admission requirements.

The free choice of upper secondary school is laid down in legislation. Upper secondary schools that have more applicants than study places may select students on the basis of the end-of-term and end-of-year marks of the student, the results of the nationally organized written entrance examination and an oral examination. The written entrance examination tests to secondary education are developed and administered centrally by the Educational Authority. Students may apply for admission to several upper secondary schools. In each school district, there is at least one secondary school that guarantees admission for every student who lives in the district and has completed basic education.

5.5 Curriculum control and content

The overall framework of curriculum control is similar to basic education but there are also important differences.

- *The National Core Curriculum* sets the basic goals and study areas throughout compulsory education.
- *Framework curricula* in secondary general education, either developed or accredited by the Ministry, are based on the National Core Curriculum and the School Leaving Examination Requirements. They contain recommendations for teaching objectives, the system and time allocation of subjects, the content of the individual subjects, and the requirements in each subject in each grade.
- *A Central Programme of Vocational Subjects* is issued as a recommendation in accordance with the Act on Vocational Education. The programme is based on the National Qualification Register and the Vocational Examination Requirements developed in modules.
- *Local curricula* are developed by schools in accordance with the above documents.

Schools, in consultation with teachers may choose from a variety of textbooks and teaching aids included in the official list of approved textbooks and teaching aids. The lists are approved by the minister responsible for public education, or, in the case of vocational textbooks and teaching aids by the minister responsible for qualification requirements in a given trade.

5.6 Assessment, progression and qualification

Students receive a mid-term and end-of-year progress report in each grade. This is usually an assessment of progress on a 5-point scale, where 5 is the highest mark, 2 is the pass mark and 1 is fail. The performance and progress of students are regularly evaluated by teachers throughout

the school year. Grade repetition is required if a student fails in several subjects. Failure in up to three subjects can be remedied, if the student passes a grade examination by the beginning of the next school year. Grade repetition may also be required if the student missed too many classes to fulfil the minimum annual attendance specified by law.

At the end of upper secondary education in general secondary school (*gimnázium*) and vocational secondary school (*szakközépiskola*) students sit for the national secondary school leaving examination, which is a prerequisite for admission to higher education. It is a state examination held according to uniform central examination requirements. Schools may supplement the central examination requirements with local examination requirements as prescribed by their local curriculum (in accordance with the examinations code).

Since 2005, the secondary school leaving examination has been a two-tier exam (standard and advanced levels). The standard level examination consists of 3 compulsory exams (Hungarian, Maths and a foreign language) and one elective subject. Science is planned to be added as a fourth compulsory subject.

The written examinations are administered as standard central examinations on the same days in all schools. The oral examinations at the standard level are administered within the school by an examination committee consisting of the principal and the subject teachers of the student and presided by an external examiner. The advanced level written examinations are organized in a similar way, except that the tests are evaluated by external examiners and the oral examinations are organized by external subject committees. According to plans, admission to higher education will require advanced level exams in two subjects relevant to the programme chosen by the student.

At the end of vocational studies students are required to take a vocational examination in order to obtain a vocational qualification. The requirements of vocational examinations are determined by the ministries responsible for the specific qualifications. Examination boards are set up by the school and the responsible ministry in co-operation.

Vocational qualifications recognised by the state are included in the National Qualifications Register, which specifies the ISCED level of the qualification, the field of training, the initial level of training required for admission, and the maximum duration of training required for each vocational qualification (number of vocational grades in school-based education, or the maximum number of lessons in case of non-mainstream education if this is allowed).

The work profiles, competence profiles, and the examinations to be passed are described in the Examination Requirements for Vocational Qualifications.

The national qualification reform of 2006 transformed the qualification structure into a modular system. This allows trainees to obtain basic qualifications by obtaining a set of partial qualifications successively. The modular system also makes it possible to obtain a higher level of vocational qualification step by step.

Table 4 Secondary schools: institutions, students, teachers (2009/2010)

	Secondary general schools	Secondary vocational schools	Total secondary schools
Institutions	623	684	1 307
School-sites	850	917	1 767
Students	239 992	273 344	513 336
– of which in full-time programmes	201 208	242 004	443 212
– of which girls/females	138 207	135 385	273 592
– of which in special education programmes	134	0	134
Teachers	18 363	19 772	38 135
– of which in full-time	15 356	17 635	32 991
– of which female teachers	13 016	12 903	25 919
Education support personnel	428	530	958
Classes	8 356	10 545	18 901
Student/class ratio	28,7	25,9	55
Student/teacher ratio	13,1	13,8	13,5

Source: Ministry of National Resources database

**Table 5 Vocational- and special vocational schools:
institutions, students, teachers (2009/2010)**

	Vocational schools	Special vocational schools
Institutions	452	141
School-sites	623	157
Students	135 268	10 017
– of which in full-time education	128 674	9 968
– of which girls/females	51 314	4 045
– of which in special education	195	4 045
Teachers	8 824	1 499
– of which full-time	8 054	1 429
– of which females	4 433	1 077
Education support personnel	243	186
Other support personnel	3 542	271
Classes	5 592	883
Student/class ratio	24,2	11,3
Student/teacher ratio	15,3	6,7

Source: Ministry of National Resources database

Table 6 Vocational qualifications (2009)
Number of vocational qualifications obtained in 2001, 2005, and 2009 by level

Year	ISCED 3C Vocational programmes			ISCED 4C Vocational programmes without school leaving examination			ISCED 4C Vocational programmes with school leaving examination		
	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time
2001	50 919	37 945	12 974	14 497	14 070	427	41 839	34 326	7 513
2005	43 387	38 856	4 531	25 152	24 488	664	34 612	26 560	8 052
2009	41 172	37 969	3 203	21 000	20 422	578	26 035	20 566	5 469

Source: Ministry of National Resources database

6 Tertiary Education (ISCED 5, 6)



The Higher Education Act currently in force was adopted in December 2005, and, in accordance with the principles of the Bologna process, it introduced the three cycle degree structure (BA/BSc, MA/MSc, PhD/DLA).

6.1 Types of programmes

Within the framework of the new multi-cycle system, BA/BSc programmes of 6 to 8 semesters (ISCED 5A, 180-240 ECTS credits) lead to a first degree. Master level programmes (ISCED 5A, 60-120 ECTS credits) of another 2 to 4 semesters require a first degree as admission criterion. The pre-requisite to entering doctoral programmes (ISCED 6) is a MA/MSc degree. Besides the BA-MA system, there are a few fields of tertiary education (e.g. law and medical studies) where undivided long programmes remain the standard form of study (10 to 12 semesters, 300-360 ECTS credits, ISCED 5A) leading to a first degree but equivalent to a MA/MSc degree.

Short cycle advanced vocational programmes (felsőfokú szakképzés, ISCED 5B, 120 ECTS credits) are relatively new in the Hungarian education system. These programmes can be launched by higher education institutions and provided both by higher education institutions and upper secondary schools. These programmes lead to an advanced vocational qualification included in the National Qualification Register.

Higher education also includes post-graduate specialisation programmes (szakirányú továbbképzés) at ISCED level 5A. These can be launched by higher education institutions and, in some areas (like banking and fiscal trades) by national authorities.

6.2 Organisation of higher education

In Hungary, higher education institutions can be state-owned or run by legal entities determined by the law. Private higher education institutions can ask for the official recognition of the state on the basis of satisfactory results of an accreditation process. Accreditation is granted by the Hungarian Accreditation Committee.

There are two types of higher education institutions: non-university institutions/colleges (főiskola) and universities (egyetem). Both types of institutions may launch courses in all of the three cycles, but, in order to qualify as a university, an institution has to offer a Master programme in at least two fields of study and PhD programme in at least one study field.

6.3 Access

The precondition for admission to higher education institutions is the successful passing of the upper secondary school leaving examination (at standard or advanced level), which thus also functions as an entrance exam.

Higher education institutions determine admission on the basis of a combined score based on the secondary school leaving examination results and the secondary school performance reports of students. Some higher education programmes have specific admission requirements set by institutions jointly or by themselves. These vary depending on the subject or type of course.

Higher education institutions – irrespective of being state owned or private – may offer state funded and fee-paying places for applicants. The number of state funded places for each cycle and study field is annually determined by the government. The amount of fees is determined by higher education institutions in accordance with regulations stipulated by government decrees.

6.4 Qualifications

Upon successful completion of a Bachelor or Master degree course and accumulating the necessary quantity of credits, students are awarded a BA/BSc (Bachelor) or MA/MSc (Master) degree respectively. A PhD or DLA (Doctor of Liberal Arts) degree is awarded on completion of the doctoral course, and defending a doctoral thesis. In some cases, students may also apply for a PhD degree award procedure on the basis of an individual study plan, without having accomplished a doctoral course.

ISCED 5B advanced vocational programmes (felsőfokú szakképzés) are a type of training which can be organized by higher education institutions or upper secondary schools. Advanced vocational programmes organized by higher education institutions do not provide a higher education degree. Instead, an advanced vocational qualification is awarded upon successful completion. However, 30 to 60 of the ECTS credits obtained can be transferred and recognised in further higher education studies, in relevant Bachelor programmes.

Professional (post-graduate) higher education training programmes (szakirányú továbbképzés) lead to further or additional qualification at the same degree level.

**Table 7 Students in tertiary education by level and mode of enrolment
(2009/2010)**

	Total number of students	of which female students	Full-time		Part-time		Foreign students
			Total	females	Total	females	
Advanced vocational programmes (ISCED ₅ B)	18 511	12 072	14 875	9 435	3 636	2 637	206
College level programmes (ISCED ₅ A) - old	24 936	14 304	9 140	4 525	15 796	9 779	507
University programmes (ISCED ₅ A) - old	38 258	20 426	33 279	17 436	4 979	2 990	2 218
Bachelor programmes (ISCED ₅ A)	220 489	119 659	152 729	79 036	67 760	40 623	7 432
Master programmes (ISCED ₅ A)	19 322	11 662	7 563	4 501	11 759	7 161	877
Long university programmes (ISCED ₅ A)	25 070	14 810	19 853	11 483	5 217	3 327	6 011
Post-graduate specialization programmes (ISCED ₅ A)	16 928	11 270	452	271	16 476	10 999	452
PHD/DLA programmes	6 817	3 328	4 810	2 396	2 007	932	451
Total	370 331	207 531	242 701	129 083	127 630	78 448	18 154

Source: Ministry of National Resources database

Table 8 Share of public and private entities in organizing tertiary education (2009/2010)

Number of	Total	Public			Private					
		State			Denominational			Other private		
		university	college	together	university	college	together	university	college	together
Institutions	69	18	11	29	5	20	25	2	13	15
Students	370 331	245 754	75 165	320 919	13 889	7 645	21 534	549	27 329	27 878
Academic staff	21 934	15 323	2 633	17 956	1 291	896	2 187	158	1 633	1 791
Graduates	64 108	45 589	10 538	56 127	2 680	1 375	4 055	70	3 856	3 926

Source: Ministry of National Resources database

Table 9 Number of tertiary graduates in 2001, 2005, and 2009

Year	Tertiary level graduates from							
	advanced vocational programmes (ISCED 5B)			college, university programmes (ISCED 5A)			postgraduate specialisation programmes (ISCED 5A)	PhD, DLA (ISCED 6)
	Total	Full-time	Part-time	Total	Full-time	Part-time		
2001	1 201	1 081	120	47 436	29 746	17 690	8 452	793
2005	5 199	4 123	1 076	57 162	32 732	24 430	10 339	1 069
2009	6 731	5 207	1 524	52 332	35 274	17 058	6 704	1 376

Source: Ministry of National Resources database

7 Adult and Continuing Education

7.1 Types of adult education

Adult education and continuing education has a dual function:

- it provides another education opportunity (“second chance” programmes) for those who want to obtain a first or higher qualification normally obtained in mainstream initial education, and
- it provides non-formal education for those who wish to update or upgrade their skills or obtain partial qualifications. In some areas it is also possible to obtain further qualifications in non-formal education and training.

In school-based adult education, there are “second chance” programmes at lower secondary and upper secondary levels available for students who have failed to obtain qualifications in full-time initial education programmes. These courses, offered by schools also delivering initial education, can be organized as full-time or part-time courses. The aim is to prepare students for the standard qualification examinations or provide basic education giving access to ISCED 3 level vocational education. At tertiary level, higher education institutions offer part-time education and distance learning.

In addition to the school-based adult education courses, adult education also covers a wide range of non-formal general and vocational courses. Non-formal education is provided both by the public and the for-profit sector (e.g. regional training centres, local community centres, NGOs and businesses) and is regulated by Act LXXVI of 1993 on Vocational Education and Act CI of 2001 on Adult Education. Non-school-based training may be general, language-oriented



or vocationally oriented, and includes – besides employment-oriented training courses for the unemployed – further training for those who already have a vocational qualification or want to obtain one, or further training for employees. In case of vocationally oriented courses, the National Qualifications Register specifies the qualifications that may only be obtained by participating in school-based vocational programmes and those that may also be obtained in non-formal training programmes.

7.2 Admission to school-based adult education

From the age of 16, young people may participate in adult education. However, since the compulsory schooling age is currently 18, between the ages of 16 and 18 students can only participate in (full-time mainstream or) full-time adult education. People aged over 17 and without a lower secondary qualification can only pursue lower secondary studies in the adult education classes of single structure (ISCED 1-2) schools or in remedial education provided by vocational schools. In the same way, people aged 23 and above without an upper secondary qualification can only pursue upper secondary studies in part-time adult education classes.

Remedial education provided at vocational schools is available specifically for students aged 16-22 without a lower secondary qualification. Having accomplished this stage, students can go on to the vocational grades of the vocational school.

In case of vocationally oriented programmes the National Qualifications Register may include certain competences, health or aptitude requirements for admission.

Admission criteria to part-time courses in tertiary education are identical to those for full-time courses. For more details see Chapter 6 on Tertiary Education.

7.3 Organisation of time, groups and venue

School-based adult education may be delivered as full-time education for students younger than 23, as part-time education, or in other forms, e.g. distance learning (where the number of classes is at most 10% of the classes in formal education). The most typical of these is part-time education organized for working adults in the form of evening classes.

School-based adult education is typically provided in special departments/groups/classes of schools that otherwise provide regular full-time education, although there are also some adult education schools established specifically for adult education purposes.

7.4 Fees

Adult education at the lower-secondary level is publicly funded and completely free of charge for participants, irrespective of their age. However, at the upper secondary level, part-time students pay a fee from grade 11.

In higher education there are state-funded and fee paying places both in full time and part time education. For more information see Chapter 6.

At non-school based courses participants generally pay a fee; while in labour market training (organized for the unemployed), the cost of training is partly or fully funded by the state.

7.5 Assessment, progression and qualifications

Rules of assessment and progression as well as qualifications obtained in school-based adult education are identical to those obtained in full-time education.

In non-formal education, assessment methods and qualifications vary, and are specified in the curriculum of the programme or the training contract concluded between the training provider and the participant. Qualifications range from state recognised vocational qualifications to certificates proving attendance.

A certificate of vocational qualification is granted to students who, at the vocational examination, fulfilled all requirements defined in the vocational and exam requirements. Partial qualifications may be obtained by fulfilling the examination components connected to the vocational module(s) defined in the professional examination requirements.

**Table 10 Adult students in formal education by age and type of programme
(2009/2010)**

Type of programme	Age in years			
	25-29	30-34	35-39	40-
Basic education programmes (ISCED 1-2)	402	161	118	151
Vocational programmes (ISCED 3C)	1 288	797	650	1104
Upper secondary programmes (ISCED 3A)	6 990	7 935	6 306	5 021
Post-secondary non-tertiary programmes (ISCED 4C)	2 992	2 091	1 698	2 042
Advanced vocational programmes (ISCED 5B)	2 739	1 613	1 340	1 306
First degree tertiary education programmes (ISCED 5A)	47 393	22 894	12 796	10 903
Second and further degree tertiary programmes (ISCED 5A)	8 739	5 968	4 377	8 209
PhD/DLA programmes (ISCED 6)	3 460	1 186	619	650
Total	74 003	42 645	27 904	29 386

Source: Ministry of National Resources database

8 Special Education



foto: Miklóskó Zoltán/Toplista

The Public Education Act differentiates between 'children/students with special educational needs entitled to special care' and 'children/students struggling with adaptive, learning or behavioural difficulties entitled to developmental education'.

When problems are detected, the Educational Counselling Service can be consulted at the request of the parents, the kindergarten or the school. Among the complex activities of the Education Counselling Service there are examinations of learning difficulties, behavioural disorders, specific talent, organic disorders, etc. Besides diagnostics and counselling, the Education Guidance Service also provides therapy and family care. Countrywide, 2000 specialists (special education teachers, psychologists, and social workers) at the 225 service points work with the children/students, their schools and their families. In 2009, they treated 189 794 clients.

The Education Counselling Service also provides school maturity examinations at the request of the kindergarten, the school or the parents. In doubtful cases, one of the 37 education rehabilitation committees is consulted. These are expert committees with special education specialists and physicians, who can decide whether a child has special educational needs or struggles with adaptive, learning or behavioural difficulties. These committees either recommend students to be placed in specialized classes/institutions or propose integrated/inclusive education for students. According to the Act on Equal Opportunities, the parents of students with special educational needs have the right to be involved in the decision-making about where their children are placed.

In the 2008/09 school year 5000 children with special educational needs (SEN) were provided kindergarten education (71% of them in inclusive settings). With regard to all of public education, about 55% of SEN children/students were educated inclusively and 45% of them in special classes or groups. The Education Act specifies the required conditions of inclusive educational settings (i.e. the availability of special education personnel, teaching aids, the maximum group size, etc.).

Teachers and parents can contact the speech therapy network for help for children with speech disorders, dyslexia, dysgraphia and other similar problems. Speech therapy is available at 412 service points in the country. In 2009, about 1500 specialists were employed in this network. Travelling therapists provide speech therapy in rural schools far from the service points.

Early intervention is available for children born with serious multiple disorders from the first months of their life.

9 Teachers

There are kindergarten teachers in pre-primary education, mostly generalist teachers in primary education and subject teachers in lower and upper secondary education. A BA programme in infant and early childhood education and care was launched in 2009, which is an important step forward, since before that there was no higher education programme preparing for educational activities in a crèche (working with children under 3).

Initial teacher education of early childhood educators and pre-school teachers (ISCED 0) is provided in a 180 ECTS Bachelor programme; primary school teachers (ISCED 1) are trained in a 4-year 240 ECTS Bachelor programme, while ISCED 2 and 3 teacher qualifications can only be obtained through a Master course. In special needs education there is a 4-year Bachelor degree and a 1½-year Master programme available.

The five major branches of initial teacher education can be distinguished with the following initial teacher education programmes:

Teachers:	Initial teacher education programmes:
1. Infant and early childhood educator (of children aged 0-3)	BA level, 3 years, 180 ECTS
2. Pre-school teacher – ISCED 0	BA level, 3 years, 180 ECTS
3. Primary school teacher (of grades 1-4 of single structure school)	BA level, 4 years, 240 ECTS
4. Secondary school teachers divided into training of:	Bachelor studies are for acquiring subject knowledge; Master courses are pedagogically oriented. There is an obligatory 30-ECTS school practise at the end of the Master course.
4.1. Subject teachers of general subjects,	BA/BSc of 180 ECTS + MA of 150 ECTS, obligatory 2 subject orientation
4.2. Arts and VET teachers	BA/BSc of 180-210 + MA of 120 ECTS, 1 subject orientation
5. Special needs educator and therapist	BA level, 4 years, 240 ECTS + MA level 1½ years, 90 ECTS

Teachers have to participate in in-service training at least every seven years as part of their continuous professional development.

Teachers and other professionals in public education institutions are typically public employees, but schools may also employ teachers on a contract basis.

In higher education, a general condition of employment is an MA or equivalent degree. The precondition for an indefinite employment contract is a PhD. Full time professors are appointed on the basis of an outstanding academic record.

10.1 The main directions of development of the public education system

There are two fundamental principles of education administration. One is the preservation of valuable traditions, the other is an education policy focusing on reality and changing needs. Adhering to both of these principles, the ministry has published the conceptual framework of an Educational Reform Act, which would start a reform of educational administration, the financing of education, quality assurance, and the revitalisation of teacher career prospects.

On the basis of the conceptual framework document, a wide-scale policy debate has been started with the participation of practitioners, school administrators, researchers, parents and the wider public.

During the past 20 years many policy models and tools have been tried, some of them worked, others had more negative side-effects than anticipated. The present government has drawn the conclusions from the experiences of the past two decades and has sufficient political support to make the necessary changes.

With a new act on public education, the government intends to set the framework for change, while detailed regulation will be implemented by lower order legal regulations. The issues tackled in the Reform Act are, among others, the following:

- The fragmentation of school maintenance – at present this task is assigned to municipalities irrespective of their size – will be reduced by organizing local school authorities responsible for the maintenance of schools in a larger area. This change is aligned with the reform of state administration. Local school authorities will cooperate with the local government of municipalities in deciding on school mergers or establishment of local schools. The idea is that small local schools at the primary level should be maintained as far as possible. At the lower secondary and secondary level, cost-effectiveness and access to quality teaching are the guiding principles in organizing the local school system.
- Modelled on the Chamber of Medicals, a Chamber of Teaching Professionals would be established with obligatory membership and vested self-governance. The Chamber would be the main forum for policy debate, and its elected leaders and professional organisations will be partners to be consulted before taking strategic decisions.
- The school inspectorate system abolished in 1985 is planned to be reinstated in a somewhat different role. The main aim will be to support teachers and school development. The new system is hoped to combine the merits of the old school inspectorate and the current quality assurance system. The inspectors are meant to act as counsellors and disseminators of 'good practices' rather than authorities 'controlling' the teacher's professional qualities.

At the same time, the inspectorate will also evaluate the quality of implementing the pedagogical programmes of schools on a case-by-case basis according to a common set of criteria and values. The counselling role of the inspectorate will be emphasized in this respect as well.

- The law requires teachers to participate in continuous professional development. The current system has to be more aligned to needs assessed by the new inspectorate and by the teachers themselves. Currently, a very liberal market of in-service training programmes is available for teachers for free or at low cost. However, teachers find many of the programmes irrelevant for their work, whereas research shows that their needs for more training in areas like handling multicultural classes, using computers in the classroom, or using student centred instructional methods often remain unsatisfied.¹
- The National Core Curriculum, which is a set of competence standards, will be complemented by a framework curriculum specifying required common content of learning. This will serve as a guideline for schools and textbook writers alike. Schools will still have room for local decisions regarding content up to about 10 percent of the instruction time.
- The government plans to reduce the number of licensed textbooks and provide loan textbooks for children who want or need them. The present textbook market, which is based on a large variety of curricula, is too large and is of inconsistent quality. It is too expensive to maintain because of the state support required, and because some of the textbooks chosen by teachers are unaffordable for poorer parents.

Separate from the education act planned to be passed in the spring of 2011, a strategic paper was published on teacher career policy. This has also been put out for debate to teachers, school administrators, school maintainers, parents and researchers. Once finalized, the implementation of the teacher career strategy will require a longer time, partly because of professional reasons, partly because of financial consequences. However, it emphasizes the government's commitment to improve teacher quality and make teaching an attractive career.

10.2 The main directions of development of the higher education system

The current situation of higher education and its challenges

During the past 20 years, the Hungarian higher education system has expanded considerably. The number of students has tripled and, in line with the changing needs of the labour market, a larger and more diverse supply of programmes and institutions has appeared.

The government, elected with a considerable majority in 2010, faced unresolved conflicts between quantity and quality and between the growing social and economic demand for higher education in a period of financial crisis.

¹ Creating Effective Teaching and Learning Environments. First Results from TALIS. Paris, OECD, 2009.

In this situation, it seemed reasonable to reassess the social and economic role of higher education with due respect to public interests and the international context. At the same time, the strengths and weaknesses of the Hungarian higher education system had to be assessed and discussed with stakeholders and social partners in the light of the tendencies in international development.

The most important challenges to respond to are as follows:

1. Higher education has to meet the more demanding and more diverse requirements of society, while there is a dramatic decrease in the number of young people in the age groups relevant for higher education. The higher education capacities built in the past two decades are to be utilised more cost efficiently and expediently.
2. There are greater differences between the skills and competences of the new entrants than previously. Because of this and also in line with the requirements of lifelong learning, pedagogical requirements have been growing and changing.
3. The multi-cycle degree structure and the credit transfer system have to be reviewed and aligned with the Hungarian institutional structure and the necessary adjustments have to be made.
4. The regulations on operating and financing higher education have to be adjusted to social goals and to the requirements of regional and global competitiveness.

Strategic directions in the development of higher education

The government published the concept of a new higher education act in November 2010 and launched a public debate on it. This document, serving both as a higher education strategy and a basis for the changes of the legal framework, defines the policy goals and the policy tools planned by the government.

The document states that Hungarian higher education has to serve the public by increasing the qualification level of citizens and thereby serve their interests as well as national development in accordance with universal values and national cultural goals and traditions. Whereas the regulations should respect the fact that the higher education system operates in a national, regional and global market, the development of higher education should not be fully exposed to market forces and expectations.

The strategic goals of the higher education reform

The higher education reform act will modify the set of regulations governing higher education in accordance with the following strategic goals:

Improving quality

Regulations should promote the improvement of quality in all higher education activities – education, research, development and innovation. To serve this purpose, independent professional

quality assurance and accreditation procedures will be reinforced. The set of requirements for the teaching staff will be specified in a more transparent and more consistent way and a clear career path will be developed for teaching staff members. Beside requirements related to research and academic work, the quality and effectiveness of teaching as well as work experience gained outside higher education (e.g. in production or business) will carry more weight in the selection and promotion of teaching staff members.

The relationship of the state and institutions as well as the content and extent of institutional autonomy should be reassessed. In general, the principle of subsidiarity should be applied concerning the selection of the heads of institutions, the design of the content and methodology of programmes and the support of research.

The government wishes to pay special attention to the content and method of initial teacher education because of its significance for social development, and therefore the regulating function of the state will be more pronounced in this field.

Maintainers of institutions and the network of higher education institutions

In addition to higher education institutions maintained by the state, churches and other legal entities may also establish and maintain higher education institutions. This pluralistic arrangement is going to be retained.

Following Central European traditions, the Hungarian higher education system consists of two networks of institutions with complementary functions. Universities were established to offer academic programmes and educate professionals with basic research and development skills, while colleges (non-university higher education institutions) were established to offer programmes preparing for practical professions. New jobs and skills requirements in the world of work had great influence on this share of responsibilities in most parts of Europe, including Hungary. Colleges were often more responsive to new challenges and quicker in developing new programmes. Whereas this development had positive effects in many study areas, it blurred the distinction between the primary functions of universities and colleges. The higher education reform will restore the former complementary function of the two types of institutions and support each to develop their specific qualities. One of the primary aims is to transform universities into internationally competitive scientific centres. Universities, faculties and other organisational units outstanding in the field of science and technology may be awarded the "Research" title upon fulfilment of certain criteria, which will be accompanied by extra state funding.

Revision and adjustment of the degree structure

Based on the experience gained by introducing the multi-cycle structure and in order to address the needs of both society and the economy, considerable modifications are proposed. In initial teacher education (undivided) long programmes (5 years + 1 year of teaching practice) will be introduced – as well as a two-year internship after obtaining a degree – in order to improve quality, professional competences and the sense of vocation of teachers. The multi-cycle system will be reviewed in all fields of study and, in justified cases, institutions may opt

for providing long programmes in certain study fields. With regard to the massification of higher education and the diversification of the needs of society and economy, professionally and academically oriented Bachelor programmes will be more clearly differentiated, but still ensuring the opportunity of transfer between the two, and access to Master programmes from both types. The proportion and labour market relevance of vocationally-oriented short-cycle programmes will be increased.

Specifying the sphere of autonomy and responsibilities of institutions and maintainers

The education reform act will set clear criteria for establishing and operating university and college faculties. The decision on establishing faculties will be made at the level of central government.

The governance of institutions continues to lie with autonomous elected bodies. The chief governing body of higher education institutions is the senate, in which the participation of all actors of higher education continues to be ensured, including students. While acknowledging the importance of the participation of students in institutional decision-making processes, the extent of their participation will depend on the subject of the decision to be made. The rector is the person in charge of managing an institution; the person to fill the position is proposed by the senate on the basis of applications.

State funding of institutions

There will be major changes in the financing of higher education. The maintainers (state, churches and other private entities) have to assume a more significant role and greater responsibility. State funding will primarily be granted to state and church maintained higher education institutions. The state will guarantee state-funded places annually, equal to 45% of the 18-year old age group of the previous year. Private institutions will be able to offer state-funded places for students only through being granted an order by the state. For the purpose of raising quality, the weight of normative (per capita) funding based on the headcount of students admitted will decrease, while the weight of funding based on quality indicators will increase.

Measures for improving equity and effectiveness in higher education

The excessive concentration of higher education institutions in Budapest reduces the access opportunities of young people living in the country, which is a serious inequality concern. The development strategy proposes to reduce the imbalances in geographical accessibility to higher education by increasing the proportion of state funded places provided in the provinces.

A system of talent support extended to all cycles of Higher Education will be established. Policy tools include the financing of teaching assistant positions for undergraduates, students' academic associations (students' scholarly circles), student colleges ("specialist colleges") and a system of grants and student loans promoting excellence and adjusted to socio-economic status.

Reducing the drop-out rate

In order to fulfil the strategic objectives set by the European Union for 2020, the National Reform Programme of Hungary contains three major measures to increase the proportion of the young population with a higher education degree:

i) It is essential to improve the graduation rate by reducing both the drop-out rate of students and the average graduation time. To that end stricter entry requirements to higher education will be set, increasing the weight of the advanced-level secondary school-leaving examination and aptitude tests in the admissions procedure. By amending regulations concerning student assessment, students will be encouraged to complete their studies in due time. ii) Since one of the major obstacles for Hungarian students to obtain a higher education degree is the lack of foreign language skills, the quality of foreign language teaching in public education will be improved and specialist language teaching will be provided in higher education. iii) In order to enhance the horizontal and vertical diversification of the structure and supply of higher education and meet the increasingly diverse demand, the multi-cycle structure will be reviewed, professional (vocationally oriented) and academic programmes will be differentiated more clearly and the supply and proportion of short cycle programmes will be increased.

In order to support entry to the labour market, career counselling, career tracking and the participation of institutions in adult education will be strengthened. At the same time, the social and economic relevance of higher education will be reinforced both at the national and the regional level. Where justified, market conditions will be taken into consideration.