
FAZEKAS , ÁGNES: **Effective Schools – Changing Practices**

Keywords: *effectiveness of schools, effective development, curriculum development, knowledge-intensive schools*

This article is a collection of case studies about the effectiveness of schools, concentrating on some significant organisational conditions for their effective development. Its basic premise is that those schools are able to realise a high quality educational practice on the long-term where teachers renew their knowledge from time to time, they cooperate to create new knowledge, and share it with each other. The study takes its examples from the development narratives of five cases, which we have come to know within the frames of a qualitative research realised at the Faculty of Education and Psychology of the Eötvös Loránd University,

investigating the mechanisms of realisation of developments of the European Union. It highlights that from the point of the effectiveness and successful development of schools, it is of pivotal importance how open teachers are to change, to what extent are they capable and willing to react to outside impacts, do they effectively operate knowledge-sharing platforms, is it characteristic to overstep curricular boundaries, does the teachers' body's working environment support the creation and sharing of new knowledge, and is it characteristic to cooperate with other schools.

POLÓNYI, ISTVÁN: **Who Will Become the Masters?**

Keywords: *Bologna system, Master's degree, higher education, admissions*

This study elaborates on the most important demographical characteristics of students applying and being admitted to Master's degrees, while also touching upon the characteristics of their study paths in higher education, based on general admission data and the statistical analyses of the Hungarian Central Statistical Office (KSH). Hungarian higher education has adapted the Bologna system from 2005.

Due to mass higher education, Master's degrees should be more differentiated than previous (five-year) university degrees, they should provide deeper knowledge and they should also be up-to-date with economic, scientific and technical innovations. That is, a wider and wider choice of Masters should be needed, yet, their number is decreasing since 2014. Applicants for Master's degrees reached a peak in 2011,

and it has been unsteadily declining since. Within the applicants, the ratio of women has also decreased for Master's degree places financed by the state, which can be attributed to the non-intentional effects of Hungarian higher education policy: the decreasing of state-financed Master's degree places affected more degrees which were popular mostly among women. The average age of Masters students is the same since 2010 (approximately 28 years). If we look at full-time students, we can see a slight increase in the average, which can be attributed to longer Bachelor studies. An ever increasing ratio of Hungarian Master education takes place in the capital city: in 2014, 53,2% of Masters students studied

in Budapest. Almost all full-time Masters students started their degrees in the year of getting their Bachelor diplomas, or the year after. 60% of them continued their studies in the very same institution where they did their Bachelors. Master's degrees found their place in the Hungarian higher education system, although there are still debates about whether their content is well harmonised with Bachelor degrees, the fact that it cannot be implemented in some areas of study and about the marketability of holders of Master diplomas. Yet, because it is given that higher education is now massified, returning to the traditional, non-Bologna system is not realistic anymore.



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A fiú focisapat