
SUMMARIUM

THE MILLENNIUM

This issue of *EDUCATIO* is unusual as we asked experts from several fields of science to answer the same question: how much of their prognoses of the millennium has come true? We invited them to compare their expectations and plans they used to have as young researchers, with their assessment of the present situation. The experts we have asked to formulate their opinions have influence now on issues of education, and used to have influence on the articulation of educational policies, were agents of the long term planning in the 70s, and they attached great importance to school and education.

The slogan of the educational policists in the 70s was long term planning. Their one reason was to help educational policy escape from the constraints of the measures of yearly plans. Their other reason was to join education with the reform processes initiated by economists in the 60s during the period of „Kádár consolidation”. After the economy centered 70s, the slogan of educational reforms was political science. They wanted to reform educational policies by reforming the organisation of education, referring to structural reforms in the 1970s, as the bases of educational reform was the newly founded political science in the 1980s.

The author of the first article, *Tibor Vámos*, is the father of computer science in Hungary. He developed information technology and made it competitive in the international field against the embargos after the 1960s. Now, looking in the eyes of „a middle-aged man”, who was himself in the 1970s, gives up his generation's and his own hopes. It was almost obvious at the end of the 1970s, that the two blocks could not compete with each other. But it was fairly probable that socialism might be reformed even among the given circumstances. The youth seemed to have the key role in the reform process. The author argues that his idea of reforms proved illusion after 1989 except for the youth. The fact that the change in 1989-90 went ahead without disturbances was due to the youth. And they, as we know are the „products” of the former educators.

Ferenc Pataki represents the former „people's colleges”, which were the radical rural young men's higher educational institutes in Hungary during and after the world war. The author describes how the radical young people turned their attention towards the critical social sciences later in the 1960-70s. They wanted to explore the reality of the young and school with these critical social sciences (sociology, social psychology) in order to root educational theory in reality. As a result, education had become more based on reality but in the meantime had lost its aims and values. The task for the future is to find and redefine them in relation to schools and educational policies.

György Enyedi is the pioneer of urban studies (ecological geography) in Hungary. Long term plans could be adjusted to reality by emphasizing the viewpoints of regions in the 1970s. The differences between regions in Hungary were huge and heavy, applying one plan to all was impossible. Some of the plans came true, for example the urban network, involving educational

network, has become stronger. At the same time the gap between rural and urban Hungary became wider. New inequalities appeared for example between „Dunántúl- Tiszántúl”, the regions along the western and the eastern borders. This situation raised new problems for educational policies to solve.

Ivan T. Berend, as the president of the Hungarian Academy of Sciences some time ago discussed the European contexts and Hungarian experiences of economic development and the development of education. Now, as a university professor in California, looks back upon his prognoses and argues that the contexts still hold true. Moreover, they hold true for the whole world not only for Europe in the consequence of the globalisation process. So former learnings today are even more enforcing. The only possibility for Hungary in order to catch up with the developed world is developing education.

Janos Timár was the founder and still internationally reputed representative of Hungarian educational economics. He describes in his paper how reform economists prepared for restructuring Hungarian economy with the elements of market economy in the period of „Kádár consolidation”. He shows how long term planning was started in the context of bureaucratic planned economy. Long term planning forecast the tensions educational policies struggled with in Hungary. And they still struggle with them – overeducation, diminishing values, graduated unemployment, underfinanced system of institutions etc. These plans projected the future properly. Unfortunately changing educational policies and politicians have been able to perform only little of them.

József Nagy was one of the initiators of assessment of pedagogical performance in Hungary. Looking back upon his theory of a nationwide assessment of performance that is comparable internationally, argues that this kind of assessment is demanded by life more and more, and they are realised. But today he finds the young generation's social competence more important than their mere knowledge. Young people can be successful in life and work only with social competence, being trained to enter and integrate in society. On the threshold of a new century, the question is how pedagogy and teachers can develop these social competences.

György Marx, Nobel prize nominee physicist, has been the propagator of integrated science education in school since the 1970s. In this paper he focuses on some of the dramatic inventions, for example in information technology, and opposes them to the present world of school. While we could follow, although a little lagged, the development of science in Hungary, but schools could not adjust to the new views. Humans learn in a different way from we had supposed, he emphasises. We need a school that can be adopted to this new view on the turn of the century.

Ferenc Gazsó gained reputation as a sociologist in Hungary (social mobility, educational success). He summarises and underlines his earlier publications now. Social mobility was politically blocked in Hungary before the change in 1989-90. This blocked mobility was helped by school to some extent. Social changes took dramatic speed after the change in 1989-90. The task of the school would be to do justice where social and economic changes have caused new inequalities. The school of our day cannot come up to this expectation, however. It is still the big challenge of schools, and as such is heavier than before.

(text of Tamas Kozma – translated by Gabriella Zsigovits)