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# ABSTRACTS IN ENGLISH

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## EVALUATING HUNGARIAN GOVERNMENT POLICIES 2018–2022 – STUDIES

### TAMÁS KOZMA FROM PAST TO FUTURE

How would the past define the future of educational policy after the Parliamentary election? a) Will demographic decline continue, or will the new government apply an alternative immigration policy which would give new functions to education? b) The epidemic threat shattered the traditional school order. Would the new government return to the pre-epidemic order, or will it give way to more educational innovation? c) Does the changing institutional ownership mean tighter state control or more freedom for the universities? d) Does the government continue to support international monopolies in vocational education, or would the unions be able to gain more influence? Ultimately, these are the same dilemmas. Will centralization continue, or can local government be strengthened after the elections? The study considers this dilemma.

**Keywords:** educational demography, pandemic, institutional ownership, vocational education

### ISTVÁN NAHALKA PUBLIC EDUCATION POLICY 2018–2022

The paper examines the main changes and important factors affecting educational policy in the Hungarian public education between 2018 and 2022. It emphasizes the increase of inequality of chances, the negative tendencies of formation of school selection processes, examines the story of implementation of Digital Educational Strategy, the oppressive educational situation caused by COVID-19, deals with the lack of teachers, and the deterioration of wages of employees working at educational institutions. The paper characterizes the governmental public educational policy between 2018 and 2022 as a „fine tuning” of an extremist centralized system, presenting the unchangingness of relations in the central regulation of curriculum content and innovation processes as examples.

**Keywords:** public education, inequality of chances, educational selection, Digital Educational Strategy, COVID-19, lack of teachers, wages of educational employees, regulation of curricular content, educational innovation

**MAGDOLNA CHRAPPÁN**  
**EVOLUTION OF THE NATIONAL CORE CURRICULUM BETWEEN**  
**2010–2021**

Between 2010 and 2021 significant structural and content changes took place in public education. One of these was the change in the national core curricula and framework curricula. In 2020, the new NAT was published, which was not only the modification of the previous NAT, but serious conceptual changes were introduced as well. Along with this, there was also an attempt in 2018 to develop a modern learning and pupil-centered NAT, which eventually did not come into force, but some parts appeared in the current NAT. In our study, we introduce the three NAT regulatory features and seek the answer to the question, how much leeway is provided for users, to what extent it can be regarded as an ideological-based curriculum, and what has been kept in NAT 2020 and what it has taken from the previous ones.

**Keywords:** National Core Curriculum, content regulation, evolution of the curriculum, framework curriculum, legal regulation

**KATALIN FORRAY R.**  
**THE TRANSFORMATION OF ROMANI SOCIETY IN THE RECENT**  
**GOVERNMENT PERIOD (2018–2022)**

The transformation of Romani society in Hungary accelerated in the last term of government (2018–2020). The Romani middle class emerged in various ways according to the different ethnic origins and cultures. The author examines the role of schooling in developing the Romani middle class and the programmes that support it. The government usually initiated supporting programmes but ‘outsourced’ to non-governmental organisations like foundations, associations, and churches. Supporting programmes proved to be successful only if civil society was able and willing to cooperate with the government. It is the key to the emergence of the Romani middle class in Hungary.

**Keywords:** Romani society, supporting programmes, middle class

**ZOLTÁN GYÖRGYI**  
**THE FOURTH INDUSTRIAL REVOLUTION AND HUNGARIAN**  
**VOCATIONAL TRAINING**

After the 2018 elections, the Hungarian Government approved the Vocational Training 4.0 concept, which has formed the basis for legislative changes. In this study, we analyse the Hungarian vocational education policy for the 2018–2022 government cycle.

The concept seeks to respond to the challenges of the fourth industrial revolution, but experience shows that this approach is being overshadowed. It continues to focus on the number of students in upper secondary vocational education. Progress is being made on the structure of professions and on education for disadvantaged people, but their effectiveness is not yet visible. The study concludes that education policy focuses

mainly on the short-term needs of the economy but does not take into account the needs of the wider society.

**Keywords:** education policy, vocational secondary education, vocational training in the workplace

### **ISTVÁN POLÓNYI HIGHER EDUCATION-POLICY MISSTEPS**

The study reviews the higher education policy steps of the current government term. It looks at four areas. The first is the overhaul of the admissions system, which has seen higher education move towards a freeze on social mobility as a result of the government's elitist policies. The other area is institutional management, where the government intends to make progress with the reorganisation of foundations, under the slogan of economy and efficiency, after the failure of the former chancellorship system, which was proclaimed a panacea. However, this reorganisation is in fact more of a political occupation, with the majority of public higher education institutions being taken over by Fidesz-friendly boards of trustees. The third area is internationalisation. In this area, there is a striking contradiction between the government's illegal blocking of CEU's operation in Hungary and the senseless invitation of Fudan University. But there is also a contradiction between the luring of foreign students to Hungary with substantial government support versus the low level of government encouragement for domestic students to study abroad. And finally, the restructuring of higher education funding is just as controversial. In the higher education sector, which has been subject to severe cut-backs since 2013, funding has been doubled for institutions that have been reorganised by the government to be owned and run by pro-government boards of trustees.

**Keywords:** higher education policy, elitist policy, chancellor system, foundation reorganisation, internationalisation

### **GABRIELLA PUSZTAI – JUDIT FINÁNCZ – DORINA ANNA TÓTH THE INTERNATIONAL AND DOMESTIC TRANSFORMATION OF DOCTORAL EDUCATION**

There has been a significant international reorganization in the field of doctoral training since the 2000s. After the change of regime, Hungary opted for a program model that created a more stable training environment, but global challenges (e.g. long training time, student status) also affect doctoral training in Hungary. These problems led to a structural change in doctoral training in 2016. In our study, we review international and domestic changes in education, and provide an overview of domestic enrollment data, for which we analyze the headcount data and databases of the Central Statistical Office, the National Doctoral Council, the Graduate Career Tracking System ( $N = 509$ ) and Persist ( $N = 1020$ ). In our results, we present an expanding, but highly divided doctoral student society. An important finding of our study is that the attractiveness of doctoral training can be increased by the positive experience gained at previous levels of higher education.

**Keywords:** doctoral education, expansion, structural change

## RESEARCH ACTIVITIES

### VIKTÓRIA VAJNAI – KRISZTIÁN SZÉLL – ANIKÓ FEHÉRVÁRI FOREIGN LANGUAGE LEARNING AND ACHIEVEMENT IN THE HUNGARIAN PUBLIC EDUCATION SYSTEM

Our systematic literature review examines empirical articles on foreign language learning and achievement in public education published between 1990–2019 in five Hungarian journals of education. The 20 studies examined cover primary and secondary education, and the personal, school-related, and beyond-school factors of language learning; however, most of them are based on research into learning English. The articles shed light on the problems of teaching foreign languages in the Hungarian public education system and on the relation between achievement and school type, socio-economic status, and regional characteristics, which might lead to the conclusion that the Hungarian public education system does not provide equal opportunities of foreign language learning for all groups of society.

**Keywords:** foreign language learning, achievement, public education

### ROLAND HEGEDŰS EFFECTIVENESS OF CHILDREN WITH INTEGRAL, LEARNING, AND BEHAVIORAL DIFFICULTIES

A well-researched topic is in the international and domestic literature the school performance of students and its influencing factors, such as family background, school characteristics, etc., but most of these examinations and research were aimed at students with typical development. In our study, we undertook to examine the learning performance of students with integration, learning, and behavioural difficulties (ILBD) based on several aspects (maintainer, gender). In our study, we analysed the mathematics and reading results of 6th-grade students enrolled in May 2017 based on data from the National Assessment of Basic Competencies. It is not possible to determine clearly in which maintained school the examined children perform better. Boys with ILBD are also better at math tasks, but if the child has math difficulty, the difference in performance between boys and girls is lower.

**Keywords:** students' achievement, maintenance, gender, students with integration, learning and behaviour difficulties

## KATINKA BACSKAI – ALEXANDRA DOROGI RELATIONSHIP BETWEEN EFFECTIVENESS AND TEACHER FLUCTUATION IN VOCATIONAL TRAINING

In our research, we examined the data of students studying in non-baccalaureate vocational schools the National Assessment of Basic Competencies in 2017 and 2019 ( $N_{\text{mathematics}}$ : 11 776;  $N_{\text{reading}}$ : 11 582). In terms of the effectiveness of the school, one of the most important factors is the kind of work the teacher does, and it is also extremely important how constant the teaching staff is in a school, in other words, how much the teacher fluctuates. Our results did not fully confirm this, as we experienced higher efficiency in the case of higher teacher turnover. At the same time, there are results that support the results of previous research: a higher proportion of beginning, out-of-school and out-of-school teachers is associated with lower student achievement, but this can only be said in relation to the mathematics skill area. In the field of reading comprehension, the opposite trend prevails.

**Keywords:** student achievement, competence measurement, teacher fluctuation, vocational training

## NIKOLETT BEREZ – KINGA MAGDOLNA MANDEL THE MENTAL HEALTH OF NURSERY AND KINDERGARTEN TEACHERS

This literature review focuses on the mental health of nursery and kindergarten teachers and tend to summarize the findings of research and analysis related to stress, burnout, and mobbing. Our aim is to assess the mental health status of early childhood educators and kindergarten teachers and the factors that influence it, based on the relevant literature, to explore correlations between stress, burnout, and fluctuation, and to highlight possible solutions based on these findings. The analysis of the connections can help not only to support future qualitative research but also for teachers and leaders who deal with early childhood pedagogy.

**Keywords:** kindergarten teacher, early childhood educator, stress, burnout, mobbing, mental health

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