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# ABSTRACTS IN ENGLISH

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## EXPANDING CHURCH-RUN EDUCATION – STUDIES

### ESZTER NEUMANN POPULISM, CHURCHES AND EDUCATION POLICY IN HUNGARY AFTER 2010

The aim of this review of the latest political sociology literature is to situate the education policy changes and the transformation of state-church relations in Hungary after 2010 in the broader international context and to review the possible theoretical frameworks and conceptual tools for analysing the process. To interpret the discursive level of education policy, I discuss the role of religion – and Christianity in particular – in the political communication of the European populist movements, and the characteristic traits of the neoconservative ideology in education policy. Then I turn the discuss the relationship between ideology and policy practice as well as the characteristics of populist policy-making. Finally, I explore the institutional relationships between church and state with a special focus on the structural and organizational transformations that may arise with the politicization of religion and the growing institutional participation of church maintainers.

**Keywords:** education policy, neoconservatism, populism, postsecularism, religion

### ATTILA Z. PAPP MEASURED BY NUMBERS: SOME OFFICIAL AND CONTEXTUAL STATISTICS OF CHURCH-RUN SCHOOLS

The paper collects time-series educational statistics for church-run schools, and reviews some of their social and contextual characteristics and effectiveness. The study is based on a merged file of the National Competency Assessment, and reflects on the expansion of the church-run educational sphere in terms of regional and denominational statistics, and of school composition. One of the basic questions of the paper concerns how the expansion of the church-run educational sphere strenghtens the process of regional segregation. The analysis also tries to compare state-run schools and church-run educational institutions in terms of their pedagogical added values.

**Keywords:** church schools, denominational education statistics, index of segregation, pedagogical added value

**ESZTER BERÉNYI**  
**IS THE MAINTAINER TYPE RELEVANT? CHURCH-RUN EARLY**  
**SELECTIVE GRAMMAR SCHOOLS AND THEIR APPLICANTS**

This paper scrutinizes the position of church-run schools among early selective grammar schools, and – based on the analysis of survey results – the attitudes and practices of the applicants to these schools. The results highlight some important differences between applicants to church-run and to other schools in terms of the main social functions attributed to schooling, the reasons for application, and the practices during the months of preparation to the entrance exams.

**Keywords:** church-run schools, early selective schools, application procedure, selection

**JÁNOS ZOLNAY**  
**WHERE HAVE THE ‘HUNGARIAN’ CHILDREN GONE? CHURCH-RUN**  
**AND VACUUM SCHOOLS IN AN EASTERN HUNGARIAN REGION**

Based on two detailed empirical data collection, this paper aims to contribute to understanding the phases of the process of transferring public schools to the churches, and their impact on local education quasi market in a region in Eastern Hungary. The first denominational school required students and teachers to adhere to strict religious doctrinal standards. During the second phase, public schools initiated their transfer to the church in order to be able to select their pupils in the admission process. The religious character of those schools and the faith of students and teachers are pure formalities. In the third period, the process has been constrained by the educational logistical interests of the dominant Calvinist church in the region. The Calvinist diocese only decides to take over or establish new schools if they do not compete with existing Calvinist schools. Since the nationalization of public education, a public policy vacuum emerged at the local level and the significant increase in the proportion of church schools has not changed this situation.

**Keywords:** educational policy, diversification of school maintenance, denominational school, fragmented educational quasi-market, educational segregation, pupils' commuting

**JUDIT KELLER – ALEXANDRA SZÓKE**  
**CHURCHIFICATION THROUGH THE EYE OF KINDERGARTEN**  
**TEACHERS: POSSIBILITIES AND LIMITATIONS IN PRE-SCHOOL**  
**EDUCATION**

This paper studies the expansion of church supervision in the running of kindergartens. We aim to explore the ways church-run kindergartens differ or reveal similarities to church-run primary schools. We present the extent of church expansion, modes of takeover and the regulatory framework of kindergartens maintained by local governments and various churches. Drawing on a small-scale qualitative pilot research based

on interviews with kindergarten teachers, we discuss the opportunities and constraints arising from church supervision in terms of working conditions, human resource supplies, the selection of children and the pedagogical program.

**Keywords:** churches, kindergartens, working conditions, selection, pedagogical program

**GERGELY ROSTA – GABRIELLA PUSZTAI**  
**THE EFFECT OF DENOMINATIONAL EDUCATION ON THE**  
**FORMATION OF THE RELIGIOSITY OF YOUNG PEOPLE**

The share of church-run educational institutions in the Hungarian education system has gradually increased over the past three decades, while the proportion of churchly religious people decreased and those, who identify as religious on their own way increased in younger cohorts. Therefore, the increase in the number of denominational schools has led to an increase of the proportion of student from non-religious families in church-run schools. Previous research has shown a slight positive effect of denominational schools on students' religiosity. In the present study, we examine the impact of denominational schools on the religiosity and value preferences of their alumni. For the analysis, we used the Hungarian Youth 2016 database, we compared denominational school students with their non-denominational peers. Our results suggest that religious upbringing is the most powerful factor supporting religiosity, and denominational schools have a significant positive impact on the religious identity and communal religious practice of their alumni, however they seem to have no significant effect on the content of their religious belief and their value preferences.

**Keywords:** religious upbringing, denominational schools, religious education, religiosity

**ESZTER KODÁCSY-SIMON – ETELKA SERES-BUSI**  
**DIVERSITY AS A HIDDEN DIMENSION IN THE NARRATIVES**  
**OF CHURCH SCHOOL STUDENTS**

In studies about the aims and characteristics of church schools it is increasingly important to listen to the students' voices as active and constructive factors of the schools. In the present exploratory research, we interviewed 37 students who had recently graduated from a church school or who are graduating in the current academic year. Interviewees were asked to recall stories that reveal their perceptions about the defining characteristics of their schools and what they identify as the schools' hidden purposes and messages. A key concept that emerged by the end of the analysis was the aspect of „diversity, plurality”. Students mentioned these notions as activating factors for their personal resources such as dealing with life issues or shaping their own worldviews and belief systems. The paper presents the connections of the core category and the meanings students assign to it.

**Keywords:** church schools, hidden curriculum, students' narratives

## GÁBOR PÉTERI – BERNADETT SZILÁGYI CHURCH SCHOOLS IN THE PUBLIC EDUCATION BUDGET

The significance of church operated schools in public education started to increase after the change of government in 2010. The social consequences of expanding denominational schools soon became visible. These changes were partially caused by the new rules of financing and financial management. Based on the research of financing and financial management practices in church-operated educational institutions this study concludes, that i) the required sector neutrality is not achieved in the financing of public education; ii) church schools, albeit having favourable financial position, are operated more efficiently than centralised public schools; iii) however, the transparency of church managed schools and thus their accountability is limited.

**Keywords:** education finances, church grants, service neutrality, accountability

## RESEARCH ACTIVITIES

### ENIKŐ MAJOR – KATINKA BACSKAI – ÁGNES ENGLER EDUCATIONAL VALUE PREFERENCES IN PUBLIC AND CHURCH-RUN SCHOOLS

The value transfer process of education (*Simon 2016*) is influenced by religiosity (*Pusztai 2011*). The role of educators in transmitting values is significant in the lives of students. In our study, we present the significance of value-mediated education by comparing the values ranked in five groups (*Bacskai 2008*) and ranked by teachers employed in the two sectors of the educational scene. We conducted our paper-based questionnaire survey among 16 teachers in the Trans-Tisza denomination among teachers of fourth-graders in 2020. To this end, we narrowed down the database of the representative national research on value-creating child education at the Mária Kopp Institute to the eastern region of the country. Our results confirmed that educational values useful for social capital for the individual and the community.

**Keywords:** educational values, teachers, cross-sectoral comparison

### ANDREA RÁCZ – ERNŐ BOGÁCS EDUCATIONAL VALUES IN CHILD PROTECTION

The aim of our study is to investigate which educational values can be identified in the Hungarian child protection system and whether there are differences in the two large parts of the system – foster care and institutional care – in terms of educational values. Furthermore, we examine how child protection professionals and the children and young adults they serve to reflect on these values: what are these values, according to each actor, and how they are embedded in the care and education process. Our qualitative

research findings show that structural problems in the child protection system are a key determinant of perceptions of fostering.

**Keywords:** child protection, education and care, educational values

**JUDIT KUTHY-MEGYESI – ERIKA JUHÁSZ**  
**REGIONAL DISADVANTAGE COMPENSATION WITH THE AID**  
**OF CULTURAL LEARNING REALISED IN COMMUNITY LEARNING**

The cultural learning realised in the national community culture comprises all the non-formal and informal learning events that happen in community cultural institutions as a result of self or partner organised work (cf. *Juhász–Szabó 2016; Kozma et al. 2015*). These learning events are realised actively (organisers, providers or partakers of regular or non regular learning opportunities) or passively (activities of external groups; exclusive location providers from floor area for venue and area rental), considering the requirements and demands of the local communities. Our empirical research's most important outcome is that the opportunity-creating and disadvantage compensating functions of cultural learning realised in community culture, built on location specific needs and resources can be significantly identified based on the study results. The localisation aimed, local learning community focused, professional point of view in the community cultural peak institutions ( $N = 197$ ), requires further development opportunities, but it is already measurable regionally.

**Keywords:** community culture, cultural learning, regionality, OSAP (cultural statistics)