



Bologna Secretariat Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email (secr@bologna2009benelux.org) no later than

1 November 2008.

April 2008

PART I

BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

Country	Hungary
Date	1.11.2008
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1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

The reform of higher education announced in the autumn of 2006 - which replaced the previous quantitative development policy - made a commitment to a strategy based on the principle of quality.

1. In accordance with the 2007 amendment of Act CXXXIX of 2005 on Higher Education (hereafter referred to as "Higher Education Act"), the support of public higher education institutions from the central budget was implemented as of 1 January 2008 based on a three-year institutional, performance based financial agreement, according to which the distribution of support from the central budget among the institutions is carried out without violating higher education autonomy, exclusively on the basis of performance criteria that support the economic operation and the quality-based development of the institution.

2) The institution network has undergone a minimum of changes: as of 1 January 2008, one new private higher education institution was recognised by the state, two public higher education institutions merged, as well as two religious higher education institutions.

3) The amendment of the Higher Education Act, which entered into force on 1 September 2007, separated performance-based student incentives from support on the basis of social situation. The amendment incorporated into law the possibility of switching between state-funded or fee-paying student status on the basis of performance.

4) As of 2009, the second cycle will build as a phasing-out system on the first cycle, launched comprehensively in September 2006. At the same time, students in the fields of engineering and IT, who have graduated from Bachelor training launched on an experimental basis in 2004-2005, or who have obtained degrees in college or university training, may join master training from 2008. 274 second cycle programmes were established by July 2008.

The important results of the examined period in the implementation of second cycle training are:

- the preparation and accreditation of the establishing documents of Master programmes in various fields,
- the government decree-level regulation of the Master programme structure of teacher training; the determination of the qualification registry of teacher

qualifications based on the needs of public education; description of general competencies and knowledge of the teacher training in a decree;

- the drafting of the programme completion and exit requirements that define the boundaries of Master programmes, and their promulgation in a ministerial decree.

5) In April 2006 the Government passed a decision on the accession to the European Qualifications Framework, as well as on the establishment of the National Qualifications Framework and its introduction as of 2013.

6) The vocational training system was modified, and as the result of outcome-related development, new vocational and examination requirements were issued.

7) As part of the quality-based strategy, a new admission procedure was introduced in 2007, within the framework of which higher education institutions can gain students based on the performance of applicants and the choice of institution that applicants make. Admission via the admission procedure in case of first cycle training is granted on the basis of education and knowledge acquired in secondary school, while in the case of second cycle training, admission requirements are determined by the higher education institutions.

8) When determining the quota of students who can gain a state-funded student status in 2009, the Government strived to increase the ratio of students participating in scientific and engineering training while maintaining the admission quota.

9) As the result of a referendum held in March 2008, the Parliament abolished the tuition fee, therefore it was not introduced for students in state-founded student status.

10) The system of normative funding provided for student benefits as well as the ratio of student benefits based on social situation and performance were also amended in higher education. The goal was to create a system of student benefits that is socially sensible in that it improves equal opportunities; a system that is predictable, that is, which makes the extent of benefits expected in certain student life situations already known at admission; and which recognises quality, in that it motivates an appropriate pace of development, also prompting performance by offering the possibility to switch between state-funded or fee-paying student status.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

The implementation of the Bologna Process is the responsibility of the Ministry of Education and Culture (hereafter referred to as "Ministry"). The Higher Education and Research Council aids the Minister of Education and Culture (hereafter referred to as "Minister") in the performance of the related tasks.

Due to the professional autonomy of higher education institutions, the undertaking of tasks by the communities of higher education institutions was significant in the course of the modification of the training structure. Experts from the institutions established consortiums for the determination of the basic professional principles within the various training fields, and in many cases for the establishment of programmes. In a similar manner, development teams were established and worked in cooperation within the application-based subsidy system that aids the modification of the training structure.

Within the Ministry, higher education is overseen by a state secretary who operates an advisory body, the National Bologna Board, dealing with Bologna-related issues (both in terms of international processes and domestic implementation). Similarly to the previous period, the NBB coordinates the interests of the various participants, as well as the implementation of the Bologna Process. A wide range of stakeholders are represented in the NBB (see below). The NBB works in close cooperation with the field-specific Bologna Committees of the Hungarian Rectors' Conference, the network of Bologna Promoters and all other stakeholders interested in the implementation of the Bologna Process. Quality assurance responsibilities related to the new types of training are carried out by the Hungarian Accreditation Committee (hereafter referred to as "HAC"). As of the summer of 2006, a Higher Education Round Table headed by the Minister exists as a separate forum for matters of interest reconciliation and debates.

a) Does your country have a national working group for Bologna follow-up ¹

Yes No

b) Does your national Bologna follow-up group include representatives of

Ministry	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Rectors' conference	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Academic staff	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff trade unions	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
National Quality Assurance Agency	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Employers	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

¹ A group that develops policy proposals for implementing the Bologna Process

Other (please specify) Head of the Office of the National Credit Council

c) Does your country have a Bologna promoters' group² Yes No

d) Does your national Bologna promoters' group include representatives of

Ministry Yes No

Rectors' conference Yes No

Academic staff Yes No

Students Yes No

Staff trade unions Yes No

National Quality Assurance Agency Yes No

Employers Yes No

Other (please specify) Head of the Office of the National Credit Council

Please add any additional comments if necessary:

² A group that supports/advises HEIs on implementation of the Bologna Process

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

The Higher Education Act provided for the termination of the former dual (college/university level) training system, for the new linear higher education training system, as well as the conditions and procedures of establishing and launching training programmes. (The list of programmes of first cycle and second cycle training are determined by the Government, while the programme completion and exit requirements of these programmes are determined by the Minister. These programmes can be launched following a positive opinion by the HAC and only after registration by the Educational Authority).

Hungary - with the exception of artistic training - switched over to multi-cycle training, using the experiences gained from experimental training launched in 2004 and 2005 with the comprehensive launch of Bachelor programmes in September 2006. (In the field of artistic training, the new training system was launched in 2007.) During the first cycle, in the fields where experimental training commenced earlier (IT, engineering) the first students graduated in 2008; however, higher numbers of students are expected to finish their studies in 2009.

The establishment of the Bachelor level took place through the modification of the earlier dual (university/college-level) training system. In accordance with the Higher Education Act of 1993, there used to be 214 college level and 199 university level programmes, altogether 413 programmes in higher education institutions. The first cycle established by the Government Decree on first cycle and second-cycle programmes in higher education and on the procedural order of launching programmes comprises 133 first cycle programmes and 17 so-called undivided (one-tier) Master programmes (without Bachelor's degree graduation).

The statutes tie the modification and supplementation of the structure of the first training cycle to the development and comprehensive review of the trainings that give a Bachelor's degree. This review will first be performed in 2008/2009.

The training programme frameworks of the various programmes are provided by the programme completion and exit requirements, which are regularly published by the Ministerial Decree on the programme completion and exit requirements of bachelor and master programmes.

Starting in 2009, the Master level training system will build as a phasing-out system on the Bachelor level training system launched comprehensively in September 2006. The preparation of Master level programmes began after the commencement of the first training cycle. The earlier university and college level training system played a less significant role in the establishment of programmes. However, higher education institutions in general strived to have a second cycle programme built on the first cycle programmes in every field. Professional university workshops also took the initiative, using their scientific background and personal conditions, to prepare special training programmes aimed at narrower fields instead of more generalised programmes.

There were 274 Master programmes (excluding religious training) in higher education institutions in July 2008 (prior to the "phasing-out system" type launch of Master level training). 376 programme launch licenses were issued in 158 established Master programmes which had launch licenses. One of the 274 Master programmes is the teacher Master programme.

b) Please give the percentage of the total number of all³ students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 ⁴	% of all students enrolled in the two cycle degree system in 2008/09
340.853	198.560	58,25%

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

Hungary comprehensively introduced two-cycle training in 2006 as a phasing-out system, and as a result the number of participants of the new types of training increases significantly every year. In 2008/2009 58% of 340.853 students, that is, 198.560 students took part in Bachelor or Master training. (The one-tier/undivided programmes, such as programmes of law or medical studies, also provide the new type of Master's degree, but their participants were only included in the total number of students, the percentage indicated relates only to Bachelor and Bologna-type Master programmes.)

2008/2009

The total number of those participating in higher education: 381.019 people

- new entrants: 78.820 people
- final year: 121.830 people
- foreign students: 16.916 people
- women: 214.505 people
- students with state financed status: 211.711

Breakdown of students by training level:

- higher-level vocational training⁵: 15.677 people
- college-level training (to be terminated): 59.366 people
- Bachelor level training: 191.561 people

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

⁵ A further 16 000 students participate in this type of training, in vocational secondary schools.

- university-level training (to be terminated): 62.897 people
- Master level training: 6.999 people
- unified, undivided: 20.030 people
- PhD/DLA training: 6.911 people
- postgraduate specialist training: 17.578 people

Regulation

Within the framework of the multi-cycle training, in accordance with the Higher Education Act, the relevant Government Decree specifies the following:

- fields of training and branches of training;
- programmes of the first and second cycle, as well as qualifications that can be obtained in the teacher's programme, thereby creating the qualifications register;
- the number of credits necessary for the successful completion of studies, taking into account the second cycle;
- the exit characteristics of Bachelor and Master level programmes in the form of competencies and learning outcomes: based on the Dublin descriptors, and the programme completion and exit requirements of the various programmes.

Besides the qualifications register, the Government Decree also determines the conditions and tasks of the establishment and the launching of training programmes.

The Government Decree pairs and juxtaposes the programmes of the former (dual) system to the programmes of the new Bologna-type system. The institutions received authorizations for launching programmes by taking into account the correspondence between the two systems. The programme and graduation requirements of the various Bachelor and Master programmes are published—following programme pre-accreditation—in a Ministerial Decree by the Minister of Education and Culture.

Training Structure

The Higher Education Act essentially specifies a training structure divided into 3 + 2 years for the new training system, and the three-year doctoral training follows these as a third cycle. There are only very few exceptions. These include law and medical training, some technical training programmes, and theological training, which have not switched over to the Bologna system. The Government Decree allows for a special 3,5-year training cycle which deviates from the standard 3-year training in the areas of agriculture, technical studies, business, social work, healthcare and special education. In addition, it also allows for 4-year Bachelor's degree training in architecture and primary school teacher training, with the condition that the additional time can count towards further Master's degree training with a term of less than two years. Master's degree training has become a two-year training in every training area.

Programme completion and exit requirements

The new programme completion and exit requirements that have replaced the previous qualification requirements are the standards which serve as a frame for the quality assurance of training. In addition to the main data and the content-related and procedural regulations of the program—as an element of outcome regulation—, learning outcomes and the competency description of attainable knowledge form part of these requirements. In Hungarian higher education, the exit characteristics of the individual degrees are currently determined in the form of learning outcomes, defined as competencies, at two levels: in the requirements of the Bachelor's degree and the Master's degree, based on the Dublin descriptors, and in the programme completion and exit requirements of the individual programmes.

In certain Bachelor's degree trainings, such as agricultural, business, social work, and special education trainings, training programmes include a semester of practical training, in an external institution. Ensuring the adequate conditions of this type of practical training is usually a challenge for higher education institutions: it includes concluding cooperation agreements with various institutions and companies; incorporating the practical training into the overall training program, and ensuring entry into Master level training without time loss.

The preparation of the second cycle

In Hungary, multi-cycle training system was introduced in the form of a phase-out system. Previous forms of college and university programmes are being phased out at the same time as training is started in the new Bachelor programmes.

The establishment of the first two training cycles happened not in the same way. The principles of Master level training were determined after the Bachelor level training had already been started. The 2006/2007 and 2007/2008 academic years were the time of the establishment of second cycle trainings. The programmes created this way include the programmes corresponding to the training areas of the given Bachelor trainings, previous traditional trainings resulting in a university degree, programmes that build on Bachelor programmes and allow for multi-directional specialization, as well as interdisciplinary programmes.

The programme completion and exit requirements of Master's degree trainings specifically define the prerequisite Bachelor trainings, in some cases the prerequisite knowledge that is needed to apply for a given Master's training programme. These are, however, often referring to subjects and courses rather than the acquired knowledge, skills and competencies.

In the course of preparing for the new multi-cycle training, professional consortiums have been created to define Bachelor programmes. The members of the consortiums included professors working in the institutions that previously had been authorized to launch a given program. In the initial phase of the establishment of Master's programmes, the higher education institutions concerned continued to take advantage of their opportunities to cooperate, especially with regard to the definition of the fundamental principles, orientation, and professional contents of trainings. Today, higher education institutions increasingly exert their professional autonomy; the training programmes initiated by the institution are primarily determined by the staff, the international

cooperation opportunities and scientific research background available to the institution, as well as the institution's strategy.

According to the Higher Education Act, the Government ensures state-funded student status to Master level training for 35% of students admitted to Bachelor level training three years earlier.

Pursuant to the Government's decision on the number of students admissible to Master level training, the 2008 Admission to Higher Education booklet announced that there were 3,500 state-funded places available in Master level training.

The Government passed a decision on the number of students admissible to state-funded studies for 2009 on July 9, 2008. In addition to the 56,000 new entrants (Bachelor level training, advanced level vocational training, undivided/one-tier training), the Government is going to provide 21,700 state-funded places in Master level training.

Teacher Training

Teacher training fits into the multi-cycle training system. Building on shared input, kinder garden teacher, lower elementary school teacher and special needs teacher training provide a Bachelor's degree in kinder garden teaching, primary school teaching, and special needs education, respectively after three or four years of training, as well as the related qualifications of kinder garden teacher, primary school teacher, and special needs teacher. Similar Bachelor's degrees can be obtained in special education training, specialized teacher training in the training areas of agriculture, technical sciences and economics. Bachelor programmes preparing students for other types of teaching, such as pedagogy and social pedagogy are also part of the overall Bachelor level training framework.

The determination of the programme completion and exit requirements of these programmes, as well as the accreditation of institutions providing teacher training have already taken place. Therefore, there are no obstacles to launching these types of training. All Bachelor level teacher training programmes can be continued at Master level.

Upper elementary and secondary school teacher training was the area which underwent the greatest changes within pedagogical training. The previously segmented structure of teacher training, operating both college- and university-level programmes, has become uniform in the new training system: the various teaching degrees that build on the input that corresponds to the training area can be obtained within the framework of second cycle teacher training, following the successful completion of the first cycle. This type of training prepares and qualifies students to teach in grades 5-12(13) of public education, as well as all forms of vocational training in the field that corresponds to the relevant area of qualification of the student. The training includes a semester of assessed, controlled practical training in a school.

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements⁶ apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- Information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

In Hungary, the former Higher Education Act (in effect from 1993 to 2006) created the conditions necessary to establish a new type of doctoral training. The form of training that became institutionalized in the country already provided a regulated organizational framework for doctoral training which fundamentally differed from the "one supervisor, one doctoral student" model. There were determined responsibilities, for instance that of the National Doctoral Council, and organized training was carried out in accredited doctoral schools. The Higher Education Act has preserved these elements and added a couple of new ones. In 2007, a new Government Decree on doctoral training was issued pursuant to the Higher Education Act, containing a number of new, quality-based elements and regulating the rules of the procedure governing the establishment of doctoral schools and the requirements of obtaining a doctoral degree. Institutions of higher education that provide second cycle training in a given field of science or art may obtain the rights to launch a doctoral training in the same field.

In the field of liberal arts, rights can be obtained to provide training aimed at obtaining a PhD degree, which prepare students for attaining further academic degrees, or a so-called DLA training aimed at obtaining the qualification of "Doctor of Liberal Arts" (hereinafter collectively referred to as "doctoral training"). The specific rules of doctoral training are set out in the Higher Education Act, while the detailed rules thereof are determined by the bylaws of doctoral training of the higher education institution in question.

- Doctoral training may only be provided within the framework of a doctoral school, therefore the ratio of students participating in organized doctoral training

⁶ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

is 100%. There are no aggregate statistics on the ratio of students preparing individually and those attending doctoral schools.

- The term of doctoral trainings is 36 months.
- Doctoral training is a complex activity including training, research and examination, organized as individual or group preparation catering to the needs of the doctoral student in question, while also adhering to the specificities of the given area of science. The elements of the training include mandatory and optional courses, with the requirement of having to pass the related examinations. Teaching is not a mandatory element of the training, but it is possible within a framework defined by the Higher Education Act, in exchange for credit and remuneration.
- The organization of doctoral trainings, the assessment of the activity of the supervisor and of the doctoral student and the actual awarding of the doctoral degree falls within the rights of the doctoral council of the higher educational institution in question and the doctoral council working in the given area of science. The descriptions of these can be found in the relevant bylaws of the doctoral school in question. Students' rights, including the right to legal remedies are regulated by the Higher Education Act.
- One of the elements of doctoral training is the requirement to fulfil the academic obligations undertaken. Nevertheless, the Ministry's point of view is that the goal of third cycle training is to prepare students for the attainment of further scientific degrees, which means the following, in all areas of science:
 - learning the principles and methodology of scientific research,
 - learning how to interpret research results,
 - learning the international standards of publishing research results, and
 - learning how to manage independent research as well as scientific research units.

As a result, the development of the same skills and competencies is required, regardless of area of science involved. The expected level of knowledge, which becomes quantifiable among the elements of the degree attainment procedure as a result of the final doctoral exam and the doctoral dissertation, and in particular, the successful defence thereof, can be determined regardless of the specificities of the given area of science. This is how the training framework of third-cycle training will be characterized, which describes the expected level of knowledge, skills and competencies regardless of the area of science concerned.

- There are interdisciplinary courses among the mandatory and optional courses, as there are few research topics that relate exclusively to a single branch of science, in terms of the subject or the methodology used. The development of transferable skills (the quintessence of third cycle training) falls within the scope of responsibility of the supervisor and the doctoral school; there are schools that provide additional courses to satisfy this requirement.
- Credits are used to measure the work performed by the student.
- Doctoral training may only be attended in doctoral schools, the student accepted in doctoral training is in a doctoral student relationship with the institution of higher education for the term of the training (a maximum of 3 years). After the doctoral training is concluded, the doctoral degree can be attained within the framework of a separate procedure, the average term of which is 2 years. Persons participating in this procedure aimed at obtaining the doctoral

degree are considered doctoral candidates. Being a doctoral candidate is also possible without the previous participation in a doctoral training, for persons preparing individually for obtaining their doctor's degree.

Requirements for obtaining a doctoral degree are:

- fulfilment of the obligations described in the bylaws of the doctoral school, passing the final doctoral exam designed to assess the student's comprehensive scientific knowledge;
- certification of the knowledge of two foreign languages—required for the given area of science—in the manner described in the bylaws of the doctoral school;
- certification of independent scientific/academic activity by articles, studies, or otherwise; presentation of independent creative artistic activity (in the case of doctoral training in liberal arts (DLA));
- independent solution of a scientific or artistic task appropriate for the requirements of the degree; presentation of the dissertation, work of art, and the defence thereof within the framework of a public debate.
- The rights and obligations of doctoral students participating in third cycle training and of the doctoral candidates participating in the procedure of obtaining the doctoral degree are set out by the Higher Education Act and the Rules of Organization and Operation of the institution of higher education concerned.

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

The principles of the Higher Education Act define the tasks to be pursued through the core research activity of higher education institutions which incorporates basic, applied and pilot research and development, technological innovation, and other forms of research that support education. Higher education institutions are expected to draw up a research, development and innovation strategy in which they should outline research programmes, the rules of procedure for awarding funds and scholarships, academic events, duties relating to the enhancement of national and international scientific cooperation, the conditions for promoting the publication of academic works and conducting research activities, as well as the manner of utilising scientific achievements. Support for gifted students and new generations of researchers are a priority.

In accordance with the Higher Education Act, the Bologna Process serves to strengthen cooperation between research units of higher education and the relevant business and social partners. Higher education institutions and research units of the Hungarian Academy of Sciences (MTA) have been maintaining a relationship for several decades, enabling research institutes to contribute, in the framework of cooperation agreements, to the execution of the educational tasks of higher education institutions and to those that ensure the education of new generations of researchers. The relationship between higher education and research is strengthened by cooperation efforts whereby R&D enterprises of higher education institutions, of the MTA and particular regions of Hungary set up common organisations (e.g. BIOPOLISZ in Szeged, or cooperation related to the campus units – operated as a university department – and research units of AUDI in Győr and Budapest). The creation of statistical regions in the field of development has engineered a new organisational form, the so-called Pole Centres, to involve higher education institutions and their organisational units in economic policy development. The repeated amendment of the Higher Education Act in 2007 – in order to promote the establishment of spin-offs – allows higher education institutions to set up a business organisation for the utilisation of their intellectual products for business purposes. There is a growing demand in higher education institutions for the exploitation of the intellectual products created, calling for the simplification and liberalisation of the process of founding undertakings for such reasons, i.e. the utilisation of research results.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
 - from public funds
 - from private funds

- total annual national research expenditure (expressed in national currency)
 - from public funds
 - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

Due to the exploitation of the opportunities afforded by the Higher Education Act (strong economic autonomy, establishment of joint undertakings with external partners, creation of Regional University Knowledge Centres and Cooperative Research Centres), cooperation between higher education institutions and other state or corporate-run research units has intensified significantly. Cooperation agreements, thematic (e.g. IT-related) clusters and regional development projects are frequent phenomena, where the research units of higher education and other research communities join development projects that involve nearby small and medium-sized enterprises as well. The improvement of cooperation is a constant item on the agenda. Commissioned by the Ministry, a study prepared in 2008, entitled "The Relationship between Higher Education and Economy", proposed additional measures to enhance cooperation.

Programmes under the New Hungary Development Plan, in particular the schemes listed below, provide considerable funds for invigorating the relationship between higher education and the economic sphere by the following measures:

- the Economic Development Programme seeks to promote cooperation between higher education and enterprises and their activities aimed at innovation;
- the Social Renewal Programme lays down the framework for organised cooperation with undertakings, encourages the development of training schemes that meet the needs of society and the economy, as well as the continuation of the Bologna Process and the quality development of higher education, and promotes the creation of regional knowledge centres;
- the Social Infrastructure Development Programme serves the reinforcement of service and innovation centres.

	2005	2006
Percentage of GDP spent on research,	0.95%	1.00%
of which public funds	49.4%	44.8%
private funds	39.4%	43.3%
(foreign and other national funds)	11.2%	11.9%
National research expenditure (HUF M)	207 764	237 953
of which public funds	102 635	106 603
private funds	81 859	103 034

In 2006 the total staff number of R&D units equalled 50411 persons (in 2005 this figure was 49723), which represents a growth of 1.4%. Of this, R&D units of higher education employed 27231 persons (28702 persons in 2005), indicating a drop of 5.4%.

In 2006 the full time equivalent of staff employed in R&D was 25971 persons (23239 persons in the years 2004/05), showing an increase of 11.8%. Of this, 8523 persons were employed in higher education in 2006 (8194 persons in 2005). In 2006 the full time equivalent in higher education – this sector employs more than 50% of R&D staff – grew by 4.0% compared to the year 2005.

In 2006 the R&D expenditure in higher education amounted to HUF 57940 million (HUF 52246 million in 2005). Although the R&D expenditures of higher education institutions rose by 10.9% compared to 2005, only 24.3% of the total R&D expenditure is spent on higher education.

Funding mechanisms for doctoral students in Hungary

Annually, 3000 doctoral students enrolled in full-time training with student status receive a state scholarship (1000 students in the first year, 1000 students in the second year, and 1000 students in the third year of the three-year doctoral course). The number of doctoral students admissible to the first year of state-funded studies is allocated between the universities pursuant to the provisions of the Higher Education Act and the principles defined by the National Doctoral Council. This body, which operates as an association, consists of the chairs of the doctoral councils of higher education institutions that are entitled to provide doctoral courses and to confer doctoral degrees. Doctoral students are admitted by the higher education institutions following an admission procedure determined by the latter and either receive a state scholarship or do not. The rate of the state scholarship is defined on a yearly basis in the Budget Act. For the training of state-funded doctoral students, universities preparing such students for the doctoral degree receive normative funding for training and normative funding for scientific purposes, the rate of which is determined annually in a government decree. State-funded doctoral students receive other student benefits as well. State scholarship may be awarded to doctoral students for a maximum period of 36 months, however, scholarship may be granted subject to the fulfilment of obligations, in particular to the progress made in respect of the scientific research topic. Universities must state in their doctoral regulations how they intend to regulate this, for example doctoral students and their advisors are to report to teachers and students of the doctoral school semi-annually or annually. In the case of inadequate performance, where this is due to the doctoral student in question, the student may be deprived of state scholarship and the associated benefits. In such an event, the student is replaced by another doctoral student whose recital has been rated excellent and who has formerly not been enrolled as state-funded doctoral student.

Here, it should be noted that a large number of doctoral students study in a fee-paying instead of state-funded doctoral student status. In some cases there are also corporate scholarships available.

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes

No

If Yes, please specify:

Based on the Higher Education Act in force, institutions must operate a graduate career monitoring system, and this also applies to those upon whom a doctoral degree has been conferred. The legislative background of such a system is in place, and its development is currently under way, although some universities had made efforts to monitor the career of their graduates before the relevant provisions of the Higher Education Act entered into force on 1 March 2006.

6. Access⁷ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:

a) the percentage of first cycle qualifications that give access to the second cycle

All first cycle programmes offered in Hungarian higher education – as defined in the Higher Education Act – give access to second cycle training. According to the provisions of the Higher Education Act, only applicants who have obtained a degree in the first cycle may be admitted to the second cycle. Entry to the third cycle is conditional on a qualification awarded in the second cycle. Access between the different training cycles is ensured by the Act.

The specific Master programmes determine the Bachelor programmes in the case of which all credits earned for such programmes are acknowledged and the Bachelor programmes for which only credits awarded for certain knowledge contents, as specified in the relevant programme and programme completion and exit requirements, are considered for admission to the Master programme concerned and the eventual conferral of the Master's degree and qualification. Knowledge contents or credits not acquired can be made up for during first cycle studies on the one hand, or generally before the end of the second semester of the second cycle course, or in certain cases before conferral of the Master's degree. In 2007 the Higher Education Act was amended with a new regulation, pursuant to which student status can be granted for studies pursued in another higher education institution. Studies pursued in another higher education institution can be regarded as studies qualifying for entry to Master programmes. Higher education institutions can recognise prior studies within their powers by comparing the knowledge content serving as the basis for the credit (75% overlap between the contents compared) in line with the programme completion and exit requirements.

⁷ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

Thus all Bachelor programmes grant access to a number of Master programmes and all Master programmes allow for admission to at least one doctoral programme, with virtually no problems hindering access.

Answer to b): all first cycle qualifications give access to the second cycle.

b) any first cycle qualifications that do not give access to the second cycle (please specify)

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

Three years of professional practice for certain programmes (MBA).

d) any further special requirements for access to a second cycle programme in the same field of studies

Knowledge of a foreign language or aptitude test.

e) to which students the above special requirements apply (*please tick*):

all students	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
holders of particular first cycle qualifications	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
students of the same field coming from other HEIs	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

entrance exam	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
additional courses	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

6.2 Access and admission between the second and third cycles

Please indicate:

- a) the percentage of second cycle qualifications that give access to the third cycle

All second cycle qualifications give access to the third cycle. Only criteria of excellence are considered when granting admission to the third cycle, to be decided by the higher education institutions entitled to offer such courses based on the admission requirements they publish annually.

- b) any second cycle qualifications that do not give access to the third cycle (please specify)

There are no such qualifications,

- c) any measures planned to remove obstacles between cycles

There are no such obstacles, therefore no such measure is needed.

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

The multi-cycle training system was introduced in 2006 – with the exception of undivided/one-tier programmes – in a phasing out manner (see point 3).

The Government took several measures to enhance the employability of graduates of the new system. The government determines the quota of students admissible to state-funded studies per area of study on an annual basis. Higher education institutions can receive students up to their capacity defined by the Educational Authority, as indicated in their operating permit. Under the new admission procedure, the distribution of applicants among the different institutions is determined by the performance of applicants and their choice of institution, with regard to the institutions' respective capacity limits. This ensures that institutions and faculties that are of better quality and more highly recognised are more likely to fill up their capacities.

The programme completion and exit requirements set the minimum percentage of practical knowledge -influencing employability- required within the whole training programme. Higher education institutions elaborate their programme completion and exit requirements for the specific programmes in cooperation with representatives of the economic sector. As a precondition of accreditation, a document on labour market demands and employment perspectives must be submitted. The membership of the Hungarian Accreditation Committee also includes representatives of the economic sector in line with the provisions of the Higher Education Act.

The educational programmes of first cycle training – in response to the shortness of the cycle and the fact that this training form absorbs a larger number of students – are practice-oriented. There are specific provisions in place to govern traineeship, stipulating that -in case of some programmes- at least six weeks of traineeship and at least six months of traineeship outside the institution must be undertaken.

Between January and May 2008, 3.6% of holders of a college degree (of the previous training system) and 1.4% of those with a university degree (of the previous training system) were unemployed. To put it differently, in 2007 3.3% of jobseekers held a college degree and 1.3% of them were university graduates. This implies that higher education qualifications are highly esteemed on the labour market and guarantee the highest level of employment.

After the ending of the boom in higher education the labour market position of graduates is expected to improve. The number of unemployed recent graduates dropped by some 26 percent whereas their ratio decreased by 3 percentage points between 2004 and 2007. The number of unemployed recent graduates

was 4.6 thousand in 2005, fell to 3.9 thousand in 2006 and then to 3.3 thousand in 2007.

The Higher Education Act has made it an obligation for higher education institutions to monitor the career of graduates, which, in the future, is to be assisted by the Minister by supporting a tendering scheme.

Considering that the multi-cycle training system was introduced in 2006, no statistical data on graduates of Bachelor and Master programmes are yet available.

There are no specialised types (professional and academic) of Bachelor and Master programmes in Hungary.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience

Significant Some A little None

- accreditation/quality assurance

Significant Some A little None

- university governance

Significant Some A little None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes No In some cases

If no, or in some cases only, please explain the current situation:

--

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁸?

Yes No

Comment

In June 2008 the Hungarian Government decided that as of 2013 Hungary would join the EQF and that in preparation thereto, the public bodies concerned - with the involvement of professional partners and social partners - should develop a concrete proposal package by 2010 regarding the policy, legislative, financial, etc. frameworks that are necessary for the introduction of the national qualifications framework (NQF). Funds for the required development will be made available under the New Hungary Development Plan (more specifically, under the Social Renewal Operational Programme). The Government also decided on the establishment of an interministerial committee which will be in charge of preparing the NQF that extends over the whole spectrum of education.

The generic descriptors pertaining to Bachelor and Master level training are defined in a government decree from 2005 onwards. It is only the regulation of doctoral programmes which lacks generic descriptors in the field of higher education. The third training cycle will be incorporated into the structure – in a systemic manner and in pace with the gradual introduction of the new training system – as from 2011. As a result of the review of the structure of higher education, which is due in 2008 and primarily concerns the first training cycle, descriptors for the doctoral level might also be formulated and regulated in legislation.

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes No

Comment

It is foreseen that the definition of the various levels of qualifications sub-systems will build on learning outcomes that are, in turn, based on descriptors.

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

⁸ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

Comment

It is foreseen that for qualifications equivalent to Bachelor's and Master's degrees, credits determined on the basis of the ECTS will be included.

d) Has the NQF been nationally discussed with all stakeholders?

Yes **No**

Comment

Pursuant to the government resolution mentioned above, the concrete proposal package regarding the NQF will be developed with the involvement of the most important professional and social partners. The concept of the NQF has been discussed.

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment A specific timetable will be worked out in the near future.

If the answer to d) is Yes, please answer the following questions:

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes No

Comment

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment

Pursuant to the government resolution mentioned above, a timetable will be prepared and work will start soon.

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed Started, but not yet completed Not yet started

Comment

i) Has the self-certification report been published?

Yes No

Comment

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁹

9. Reviewing the QA system against the ESG¹⁰ and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned
(Please specify time) _____

b) If a review has been undertaken or is planned, please give further details of the review process.

In addition to external assessment and accreditation solutions, the national quality assurance system, in a broad sense, includes institutions' internal quality assurance schemes and solutions. In respect of external quality assurance assessments and the operation of the national agency, the Hungarian quality assurance system has been appraised against the ESG directly (groups II and III of ESG standards). Internal quality assurance within institutions has only been addressed indirectly, as part of the aforementioned overall review (group I of ESG standards).

The Hungarian Accreditation Committee (hereafter referred to as "HAC") – as a national body implementing state powers – is an independent national body of experts set up by the Government in accordance with the provisions of the Higher Education Act. The Committee plays an important role in handling issues related to the quality of Hungarian higher education with regard to both its national and international aspects, as it takes part in the assessment of the educational, scientific and artistic activities pursued in higher education, the drafting of plans pertaining to the development of higher education and quality harmonisation across the higher education systems of the European Higher Education Area.

The HAC, acting on its own behalf, initiated its own external evaluation and assessment in an international context in 1999/2000, and underwent external assessment for a second time between December 2007 and May 2008. The HAC undertook such procedure primarily in order to renew its full membership in the European Association for Quality Assurance in Higher Education (ENQA), and to prove that it complies with the quality assurance standards and guidelines (ESG) of the European Higher Education Area (EHEA). This procedure extended to the verification of compliance with the ESG and hence the fulfilment of the conditions for ENQA membership. The efficiency of the activities of the HAC was examined in connection with the quality of Hungarian higher education, and the progress made in the implementation of the proposals produced upon the 1999/2000 external assessment of the HAC by a committee coordinated by the EUA (European Universities Association) was also assessed.

⁹ <http://www.enqa.net/files/BergenReport210205.pdf>

¹⁰ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

In its report the committee concluded that the HAC satisfied ENQA membership criteria and complied with the ESG. According to the committee, over the past ten years the HAC contributed to the improvement of the overall quality of Hungarian higher education to a considerable extent.

Based on the report, the ENQA Board confirmed the full ENQA membership of the HAC at its meeting of 4 September 2008, and this decision was approved by the general meeting of the ENQA on 25 and 26 September 2008.

The review is an ongoing process. This is duly reflected in the provisions of the Higher Education Act concerning the quality assurance system of higher education.

The Higher Education Act lists sectoral quality policy tasks as one of the responsibilities relating to the organisation of higher education, which forms part of sectoral governance.

The Higher Education Act stipulates that as from 31 December 2001 the statutes of higher education institutions must include a quality assurance scheme. Under the new Higher Education Act higher education institutions must prepare a quality development programme. The institutional quality development programme must specify the process of operation of the higher education institution, and as part thereof the execution of management, planning, control, measurement, assessment and consumer protection related tasks. The institutional quality development programme should also regulate the rules pertaining to the evaluation of teacher performance by students. Higher education institutions should annually revise the implementation of the institutional quality development programme and publish its findings on the website of the institution as well as in customary manners at the institution.

Under authorisation by the Higher Education Act a decision has been reached on a quality award for higher education, for which applying institutions could run for the second time in 2008.

A call for applications for EU funds seeks to support the quality development of higher education.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes **No**

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes **No**

If Yes, please give details of these incentives:

As the review has just been prepared, such incentives could not be initiated yet.

- Other measures

Yes **No**

If Yes, please outline these measures

See above.

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes **No**

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

See point c)

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

The most widely used UNI-EFQM model is suitable for the self-assessment of faculties and institutes, and in particular for rating programmes and majors, so that the educational and research activity pursued at the faculties can be described and teacher/researchers/students and external partners can be represented in the system.

This is necessary for the organisation (faculty, institute) to gain a deeper insight into itself (management, employees), its processes, students, partners, and society.

Consequently, it will be able to intensify innovation as a result of the satisfaction of employees who, working on the projects and in the teams created, can compare current and former results.

It enables organisations to clearly identify their strengths and the areas that may be in the need of improvement. Organisations that take advantage of the opportunities thus opened up can create their own customised management systems.

It is expedient to extend the questionnaire survey tests of the model to a sample consisting of 50 to 60% of the teaching and research staff with regard to Capacity elements and Employee Satisfaction.

When measuring student satisfaction, a minimum of 10% of students is recommended to ensure the representativity of the student sample. The survey should cover courses, satisfaction with examination systems and the way students are to demonstrate their knowledge, as well as organisational operation.

The survey of Social Impact extends to the satisfaction of companies that employ graduates, the evaluation of professional organisations, chambers and local governments by mediators and the assessment of the reputation of the institution.

Textual evaluations are carried out in 3-5 member assessment teams for all Capacity and two Result elements. The consensual assessment is based on the RADAR technique.

According to the findings of a questionnaire survey conducted in summer 2004, some 40% of the respondent higher education institutions (72%) operated a quality assurance system, and a further 30% was working on such system. This represented 28+22% of all Hungarian HEIs. Based on these empirical data, it can be estimated that by 2008 approximately 50–60% of all institutions will have an internal quality assurance system. As regards the type of such systems, they are ISO, TQM-based or are customised to serve individual purposes. Most institutions that use systems with a TQM approach apply an EFQM-based self-assessment method in addition to self-assessment based on the ESG which is prepared for external accreditation assessments at the national level. The spread of the EFQM self-assessment was largely due to the fact that 20 to 25 institutions (the majority of them run by the state) applied for the calls that granted EU funds (Human Resources Development Operational Programme) for the introduction of this model between 2005 and 2008. The institution accreditation procedure of the national QA agency requires institutions to observe group I of the ESG standards.

Institutions other than the ones mentioned above also operate certain internal quality assurance mechanisms, among these queries about student satisfaction are the most common, these have been implemented in almost all institutions.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place.

Higher education institutions operate several systems. Some systems have special committees, senate committees or the Educational Board in charge of supervision and development, a number of institutions also operate a self-assessment scheme (based on the EFQM), and many institutions use electronic administration softwares like ETR (unified online system of academic studies), ETN (electronic register of academic studies) and "NEPTUN". In many institutions it is the statutes or the academic and examination regulations that govern the

award of scholarships, or ensure this part of quality assurance pursuant to quality certification regulations.

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs Most HEIs Some HEIs No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved.

In order for the intended learning outcomes to be measurable and consistently applicable, institutions use several methods. A number of institutions follow their academic and examination regulations, rules pertaining to instruction, Subject Guide, institution specific quality measurement and quality assessment indicators or Quality Manual which give clear indications as to the criteria related to courses and the entire training cycles, as well as criteria to be considered when assessing students. Furthermore, the majority of the institutions define the criteria with the involvement of students or there is some sort of a student self-assessment system in place.

Hungarian higher education had been characterised by the tradition of a content-centred approach to education and assessment. The shift in approach brought about by the Bologna Process at various levels is slow to permeate the micro-level activities related to the development and implementation of training provision. The Hungarian education administration is tolerant and sympathetic in this respect, with regard to the experience that it is rather difficult to achieve full methodological and content development simultaneously with complex and large-scale structural and cultural changes. It is a welcomed fact that amidst the difficulties arising from the transformation of the training structure there are one or two institutions and groups of teachers who also strive for methodological reforms, nonetheless, the majority of institutions are yet to recognise the need for development in this field as well as its beneficial effects over the two to three years to come.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs Most HEIs Some HEIs No HEIs

Additional information if necessary

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

Hungary has been operating a comprehensive quality assurance system since 1993/94. It includes both ex ante and ex post institution and programme accreditation, for state and religious as well as private institutions and their programmes alike (except programme accreditation in religious institutions). From 2006 onwards, institution accreditation (after the adoption of the Bergen Declaration and the ESG) has been experiencing a move towards the assessment of institutions' internal quality assurance systems, which has enriched accreditation with audit elements. This gave assessments a strengthened dual focus (accountability and quality improvement). External quality assessment procedures contain elements proposed by the ESG, and institution accreditation also covers an evaluation of the implementation of the standards and guidelines outlined in the first part of the ESG.

b) does your external quality assurance system operate at a national level;

Yes No

If No, please specify:

c) does your external quality assurance system cover all higher education¹¹

Yes No

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- self-assessment report Yes No

¹¹ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post-secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

- external review
- publication of results
- follow-up procedures

Yes No

Yes No

Yes No

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If **No** is there a date set for the review? Yes (please specify date _____) No

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

a) in governance of national agencies for QA .

Yes No In some cases

b) as full members in external review teams

Yes No In some cases

c) as observers in external review teams

Yes No In some cases

d) as part of the decision making process for external reviews

Yes No In some cases

e) in the consultation process during external reviews (e.g. arrangements for external reviewers to consult with students)

Yes No In some cases

f) in internal quality assurance (e.g. periodic review of programmes)

Yes No In some cases

g) in preparation of self-assessment reports.

Yes No In some cases

h) in follow-up procedures:

Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

To point d): students are involved as full Visiting Committee (delegated by the HAC to conduct accreditation assessment) members in making proposals (ex post institution and programme accreditation). Furthermore, 1 student and 1 PhD student participate at the meetings of the HAC where they are entitled to make observations but may not cast a vote.

To points f) and g): these fall within the competence of the institution.

12. Level of international participation

In which of the following is there international participation in quality assurance

a) the governance of national agencies for quality assurance

Yes No In some cases

b) the external evaluation of national quality assurance agencies

Yes No In some cases

c) teams for external review of institutions or programmes, either as members or observers

Yes No In some cases

d) membership of ENQA

Yes No In some cases

e) membership of any other international network

Yes No

If **Yes**, please specify:

INQAAHE, CEEN

Please add any additional comments, especially if there is no international involvement in any of the aspects:

The HAC has currently no foreign member. However, from the outset (1993), governance has been assisted by foreign experts through the International Advisory Board of the HAC. The Board currently consists of 7 members and will hold its next meeting at the end of November 2008.

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

The issuance of the Diploma Supplement in Hungary is stipulated by the Higher Education Act as follows:

"The Diploma Supplement defined by the European Commission and the European Council shall be issued together with the Bachelor and the Master degree, in Hungarian and English, or in the case of national or ethnic minority courses, on the request of the student, in the language of the minority concerned. The Diploma Supplement is a public document."

This provision has been in force since 1 March 2006, pursuant to which all graduates of the old type (phasing out) college and university programmes, as well as graduates of the new Bologna Bachelor and Master programmes must automatically receive a Europass Diploma Supplement, in Hungarian and English, free of charge. All students graduating in 2009 will receive a Diploma Supplement.

Beyond legislative regulation, the Ministry of Culture and Education has taken on a coordinating and supporting role in many respects:

- It has centrally developed an IT programme for the preparation of the Diploma Supplement and made it available for institutions free of charge.
- The DSs that students receive in any institution all have the same structure and the same system description.
- It has designed and prepared the DS form, all students receive the DS in the same format.
- It has organised training for institutional DS coordinators.
- It has created a DS information homepage and a helpdesk.
- It has had the names of programmes translated to English, which was coordinated centrally, so that the same programmes have identical names in every institution.
- It has prepared the description of Hungarian higher education system for the Diploma Supplement (point 8) and had it translated to English and the languages of national and ethnic minorities (Croatian, German, Romani, Romanian, Serbian, Slovakian, Slovenian).
- It has actively participated in the promotion of the document.

a) Is the Diploma Supplement issued to students graduating from:

- | | | |
|------------------------|---|--|
| • 1st cycle programmes | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| • 2nd cycle programmes | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| • 3rd cycle programmes | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

- remaining “old type” programmes Yes No Not applicable
- short higher education programmes Yes No Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes No
please specify the language: English
- issued free of charge for a fee
- issued automatically on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment

The Diploma Supplement is of great help to higher education institutions in recognising qualifications or studies for admission purposes, as it provides information, among others, on entitlements associated with the qualification as well as on the position of the qualification within the higher education system of the awarding country.

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment

For qualifications and lists of subjects that are issued in a widely spoken language, institutions often do not require that an authentic (official) translation be produced, even in the absence of a Diploma Supplement. During the development of the Recognition Action Plan in 2006, when reviewing the practice of the individual higher education institutions, it was found that the institutions do not ask for an authentic (official) translation of documents issued in English or German.

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment

As the Diploma Supplement has no legal effect, there is no relationship between the existence of the DS and the authenticity/validity of qualifications.

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment

There are events, publications and homepages to acquaint as many employers with the Diploma Supplement as possible. The Ministry of Education and Culture has a range of detailed data on its homepage to inform those enquiring about the Diploma Supplement and holds and participates in information events to get employers acquainted with the Diploma Supplement, which is one of the Europass Documents, to the greatest possible extent.

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹² of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes No

If Yes, please demonstrate how it is achieved:

Hungary signed the Lisbon Recognition Convention on 11 April 1997 in Lisbon and then ratified it in 2000. Hungary applies the Convention as from 1 April 2000. The Convention was promulgated in 2001. The recognition of foreign certificates and qualifications is governed by the Recognition Act which entered into force on

¹² Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

1 January 2002 and has been amended several times since then. The Act regulates recognition in line with the principles formulated in the Lisbon Recognition Convention and the Supplementary Documents, using the same terminology as the Convention. The Act ensures holders of foreign qualifications the right to a fair assessment, the recognition of foreign certificates, qualifications and studies pursued in another higher education institution - provided that there are no "substantial differences" between the foreign and Hungarian qualification concerned -, as well as the right of resorting to legal remedy. The burden of proving "substantial differences" always lies with the recognising authority.

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes No

If Yes, please demonstrate how it is achieved:

The Recognition Act provides a clear and consistent legal framework for the regulation of the recognition procedure, guided by the principles of the Recommendation on the Criteria and Procedures for Recognition. Recognition authorities must give detailed information on the procedure to applicants, and to explore and take into account every factor that is important for the procedure. During the recognition procedure, applicants are ensured the right to a fair assessment of their qualifications, and the right to remedy. The Recognition Act allows the recognition authority to apply partial or conditional recognition. Where recognition is needed for the pursuit of further studies, the decision on recognition must be made at the latest within 60 days. The Act defines the maximum procedural fee that can be charged by the recognising authority and the range of essential documents to be supplied for the procedure in a way so as not to impose disproportionate burdens on applicants. There are special provisions in place for procedures of recognition for the purpose of further studies in the case of refugees lacking the necessary documents.

ii) Recommendation on the Recognition of Joint Degrees

Yes No

If Yes, please demonstrate how it is achieved:

The Recognition Act, explicitly permitting the recognition of foreign joint degrees, having regard to the principles of the Recommendation on the Recognition of Joint Degrees, stipulates the following with regard to the recognition of foreign joint degrees as from 2006:

Qualifications certifying a foreign joint degree shall be recognised as equivalent to a qualification certifying an academic degree obtainable in Hungarian higher education institutions, if

- a) the foreign joint degree qualifies as a degree obtainable in higher education according to the national law of at least one country that has consented to be bound by the Lisbon Recognition Convention, and
- b) all foreign higher education institutions that have issued the joint degree qualify as a higher education institution recognised by the state in the country where their respective seats are located.

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved:

Within the meaning of the Higher Education Act, Hungarian higher education institutions may offer training outside the territory of the Republic of Hungary if the laws of the country concerned so permit.

The above Act also regulates the operation of foreign institutions of higher education in Hungary. Foreign higher education institutions may operate or issue foreign diplomas or certificates in the territory of the Republic of Hungary, if the institution or the diploma or certificate it issues are legally recognised in the state of origin as a higher education institution and a duly corresponding diploma or certificate, and such recognition has been genuinely certified; and furthermore if, the permit required for commencement of operation has been issued by the Educational Authority. A list of foreign institutions of higher education licensed to operate in Hungary can be found on the homepage of the Educational Authority.

Pursuant to the Recognition Act, diplomas and certificates issued by foreign institutions of higher education operating in Hungary may be recognised if such foreign institution has been authorised to operate in Hungary.

See point 21/d as well.

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level

The Recognition Act and the Act on the General Rules of Official Administrative Procedures and Services provide a transparent framework for recognition procedures, the requirements are clear and consistent, and the proceeding authority must inform applicants on the conditions of the procedure. Recognition is at all times based on the assessment of the qualification, applicants may suffer no discrimination in terms of gender, ethnic origin, etc. Applicants' right to remedy is ensured by legislation.

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level

The recognising authority is expected to fully explore the facts. If, in the course of the procedure, the authority does not find any substantial difference, it recognises the qualification. If the authority fulfils the request of the applicant, i.e., it makes a positive decision on the recognition requested by the applicant, it is not necessary to justify its decision.

iii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level

The recognising authority must examine all evidence presented by the applicant, and must duly demonstrate any difference it considers to be substantial and which could lead to the refusal of recognition of the qualification. The authority must in each and every case justify its decision of refusal in detail. Applicants may appeal against the decision.

iv) provision of information about your country's HE programmes and institutions

Yes No

If Yes, please describe how it is done in practice

Inquirers can obtain information about Hungarian HEIs and their programmes on the homepages of the Educational Authority and the Hungarian ENIC, which operates as a department under the former, on the one hand, as well as of the Ministry of Education and Culture and the National Higher Education Information Centre on the other hand. In addition, these institutions are ready to give both written and oral information on Hungarian HEIs and their programmes.

v) do you have a fully operational ENIC

Yes No

If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally

The Hungarian Equivalence and Information Centre operating within the Educational Authority has been entrusted with the tasks of the ENIC. Its activities

include the recognition of foreign certificates and qualifications for the pursuit of a profession. (Recognition for the purpose of pursuing further studies is the responsibility of educational institutions rather than the ENIC.) As part of its information activities, upon request by educational institutions to that effect, it gives an expert opinion in matters concerning recognition for the purpose of further studies, and provides information to Hungarian and foreign authorities, professional organisations and private individuals on Hungarian and foreign education systems, the conditions for obtaining and recognising Hungarian certificates and qualifications, and, if so requested by clients, issues a certification on Hungarian certificates, qualifications and traineeship completed in Hungary for use in an official procedure abroad, and liaises with the equivalence centres of other countries and international organisations.

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

The ENIC continuously monitors the work of recognising authorities and assists them by giving expert opinions. Applicants requesting recognition are provided up-to-date information on recognition procedures.

15. Stage of implementation of ECTS¹³

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes¹⁴ in which all programme components are linked with ECTS credits

100% 75-99% 50-75% <50%

In 1998 a government decree was adopted which made it compulsory for HEIs in Hungary to introduce and to apply the credit system in all training cycles and forms (full-time, evening, correspondence, etc.). The government decree in force does not permit the use of a credit system other than the ECTS (even if compatible). In 2002 approximately half of the institutions used the ECTS and as from September 2003 the entire network of Hungarian HEIs has been applying the ECTS, which the majority of them introduced gradually. This means that since September 2007 the ECTS has been fully implemented in all years, training forms and cycles.

¹³ Please refer to definitions in the ECTS User's guide,
http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

¹⁴ Except doctoral studies

However, – based on the government decree – it is the accumulation function of ECTS credits that has been primarily fulfilled, the transfer function – though fully capable of operation – is less prevalent in everyday use and in many institutions the validation of credits earned elsewhere is problematic.

The Hungarian credit system is based on study hours, 1 credit represents a total of 30 student study hours. One academic year merits 60 credits on average, allowing for a deviation of ± 3 credits for institutions when designing their sample curricula. However, there is a legislative provision restricting the ratio of time spent with individual work and the number of contact hours, according to which "the average number of individual student study hours defined for the entire terms of study may not exceed three times the number of contact hours in full-time training, seven times the number of contact hours in part-time and evening training, twelve times the number of contact hours in correspondence training, and twenty-five times the number of contact hours in distance education". This statutory provision provides for the inclusion of academic preconditions in the curriculum, at the same time, it defines a limit for such preconditions: "maximum three subjects or a subject group (module), representing no more than 15 credits, which consists of thematically related subjects or forms a coherent group in terms of the training objective of the programme, may be stipulated as a precondition for taking a subject".

Another statutory provision requires institutions to issue an information package and to update it annually, as well as providing for the themes to be featured in it which correspond with the themes of the information package as specified in the ECTS Manual.

Credit transfer and recognition are also regulated at the national level. The statutory provision requires institutions to operate a credit transfer committee to assess applications for validation, and also stipulates that in case the knowledge contents of a subject to be substituted and the one with which it is to be replaced show an overlap of at least 75%, the credit must be recognised.

Another statutory obligation is the issuance of the Diploma Supplement. The structure of the DS is defined in a piece of legislation which complies with the Europass DS. Recently, as a result of legislative amendments, the form and structure of the Transcript of Records is also prescribed. However, there is no statutory provision requiring the application of Transcript of Records forms, and/or that of Learning Agreement forms in credit transfer issues (in the case of the Learning Agreement, neither its form nor its structure is prescribed). This is partly the reason why institutions rarely use these documents in the case of intra-state mobility. To remedy this situation, the National Credit Council made a recommendation for the institutions concerning the intensive use of these documents also in the case of intra-state student mobility.

Pursuant to the amendment of the HEA in 2007, HEIs may grant student status also in the case of enrolment for courses covering specific subfields of study. The credits accrued in such a way may be validated as part of academic studies when applying for further studies. This training option ensures the possibility for applicants who have pursued studies in a related or some other field of training to satisfy the conditions of admission to a master course through the prior acquisition of the required knowledge.

Based on the above description and the legislative provisions cited, it can be seen that credits are basically associated with contents and knowledge instead of

learning outcomes. The reason for this is that at the time of the development and introduction of the Hungarian credit system the use of learning outcomes was not yet widely acknowledged and advocated. The design of the Hungarian credit system was guided by the proposals and perspectives of the ECTS Manual of the time. Since then, Hungary has become acquainted with the concept of learning outcomes, the translation of which into practice, however, takes considerable time. It is highly probable that by the deadline proposed in European Union documents, i.e. 2011, significant progress will have been made in this field. During the initial stage of introduction and application, statutory provisions obviously aimed to arrive at an, as much as possible, common understanding and manner of use of the credit system, whereas restrictions endeavoured to prevent abuse.

b) Are ECTS credits linked with learning outcomes¹⁵ in your country? Please tick one:

No In some programmes In the majority of programmes
In all programmes

c) If you use credit system other than ECTS, please give details of your national credit system:

The ECTS is used as the national credit system

i) is it compatible with ECTS? Yes No

ii) what is the ratio between national and ECTS credits?

d) Are you taking any action to improve understanding of learning outcomes?

Yes No

If Yes, please explain:

No actions have been taken so far; however, the Ministry of Education and Culture is planning to take such measures: certain provisions that regulate the development of educational programmes follow the learning outcome approach of the Qualifications Framework of the European Higher Education Area which was adopted by the ministers of education as part of the Bologna Process, but authorities, higher education bodies (e.g. the Hungarian Accreditation Committee of Higher Education), institutions and their teachers are still faced with serious challenges in understanding, considering and applying these in an everyday

¹⁵ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

context. The Ministry is therefore planning to launch projects which would disseminate knowledge related to learning outcomes and would bring the learning outcome approach closer to the teachers, executives and professionals concerned.

e) Are you taking any actions to improve measurement and checking of student workload?

Yes No

If Yes, please explain:

Formerly, there have been a number of surveys overseen by the National Credit Council which examined the institutional situation in terms of student workload, based on the findings of which a proposal has been produced for institutions to measure and check the development and viability of student workload. The Credit Council wishes to continue focusing the attention of institutions on the importance of this issue, thus urging institutions to design regular measuring and control procedures and to integrate them into their quality assurance processes.

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes No

If Yes, please explain:

When the decision to introduce the credit system across the whole country was made, the Minister set up an expert body to assist the introduction and operation of the credit system. Besides the National Credit Council, there is an office whose function is to provide technical assistance. These measures are also stipulated in legislation. Thanks to the activity of the National Credit Council and the office, awareness of the credit system has been growing constantly. The Ministry intends to maintain the operation of this office in the future.

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify:

A basic condition for admission to higher education is the secondary school leaving certificate, however, for example, a state-accredited foreign language examination, which students can pass having formerly learned a foreign language either in a formal or informal setting, merits extra points in the admission procedure. The practical examination stipulated for candidates applying for art education or the aptitude test for certain programmes also attest formerly acquired competences, either through formal or informal learning.

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify:

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify:

According to the Higher Education Act, student performance rewarded by credits shall be recognised in studies pursued in any other higher education institution – provided that the relevant preconditions are met – irrespective of the higher education institution and the level of training at which it was accrued. Recognition – on the basis of the programme in the subject concerned – shall exclusively be performed by way of comparing the knowledge serving as the basis for the credit. The credit shall be recognised if there is a seventy-five percent overlap between the contents compared.

The Government Decree on the implementation of certain provisions of the Higher Education Act, in turn, states that the requirements prescribed by the curriculum do not need to be fulfilled, if a student has previously acquired them and can provide authenticated proof of such acquisition. For the recognition of requirements fulfilled based on work experience, the institution must obtain proof of acquired knowledge by oral, written or practical tests.

The importance of previously acquired knowledge is evidenced by the fact that as from 1 September 2008 this issue has been regulated by the Higher Education Act, stating that any former studies and work experience may be recognised as student performance by the higher education institution. The number of credits transferable and acceptable on the basis of work experience may not exceed 30.

In order to obtain the pre-degree certificate the student shall perform at least 30 credits in the given institution, also in the event of recognition of any studies performed in the higher education institution or of any prior studies or work experience as credit value.

Higher education institutions also offer courses covering specific subfields of study, credits earned for such courses may be recognised as part of academic studies for the purpose of pursuing further studies.

The Act also stipulates that credits accrued in higher level vocational training can be recognised in Bachelor programmes of the same field of training, and states that the number of transferable and acceptable credits must be at least 30, but not more than 60.

d) To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation:

There are some relatively broadly applied methods that work well, for example, formerly acquired knowledge is recognised in the admission procedure through the acknowledgment of a foreign language examination, and by means of the practical and aptitude test, but another good example is the acceptance of the ECDL exam in the case of certain subjects that demand some IT skill, or acceptance of workplace experience, substituting compulsory traineeship which is part of the programme. Since the regulation of recognition of prior learning and work experience in law is quite recent, there are no additional experiences yet as to the application of such procedures in practice.

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

Higher education is credit-based and is in line with the principles of the ECTS (see point 15). Pursuant to the provisions of the HEA, the student has the right to plan his/her individual schedule, to establish additional student statuses (simultaneously pursued studies), to pursue studies in another HEI as a visiting student, and to temporarily terminate his/her student status.

The HEA stipulates as one of the principles of the operation of HEIs that healthy and safe training conditions must be provided, and that for the promotion of equality, HEIs shall, by means of the services they provide, contribute to ensuring housing facilities for students, and with their information system and guidance

services shall assist with the integration of students during the terms of their studies as well as in their professional career after graduation.

According to the Act, the government may order preferential treatment for disadvantaged and multiply disadvantaged student groups during the admission procedure, as well as for dormitory placement. They receive a guaranteed and regular maintenance grant to facilitate the successful completion of studies.

Those on unpaid leave for childcare purposes, or in receipt of pregnancy-maternity benefits, childcare allowance, child-rearing allowance or childcare benefits, as well as disabled applicants are given preferential treatment when applying for admission to higher education.

The alternative means of satisfying academic requirements in the case of disabled students are regulated in a government decree. Disadvantaged students admitted or transferred to a HEI can receive assistance under the Katapult mentoring programme (see point e) for the pursuit of their studies.

See also points 15-16.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation

The national qualifications framework has not been completed yet.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes No

Please add appropriate comments to describe the current situation

c) Is there flexibility in entry requirements aimed at widening participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles

According to the Higher Education Act, the precondition for entry to higher education is fulfilment of the requirements of a secondary school qualification. There is no separate examination for admission to first cycle programmes. Applications for first cycle programmes are ranked on the basis of applicants' secondary school results and the choice of institution they make. HEIs, in exercising their institutional autonomy, are free to determine the conditions of admission to second cycle courses. In certain cases, positive discrimination is applied, see the introduction under point e).

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycles

Credit-based education allows for progress with studies to be made at a quicker or slower pace. The employment requirements of HEIs specify consultation as part of lecturer activity, an option for assisting students in a customised manner. Credit-based education ensures the possibility for planning an individual course schedule.

As the number of students enrolled in first cycle training has increased considerably under the multi-cycle system, the new challenge is to bring applicants with diverse rates of preparedness to the same level and to find an appropriate pace of progress. A new possibility in HEIs is that the same subject or field of knowledge is offered to different groups of students and that student performance is measured on a continuous basis.

HEIs must provide the conditions for taking subjects in a way so that students can design their individual course schedules. Pursuant to the provisions of the HEA, students shall be granted the opportunity to enrol for optional course-units up to five percent of the credits required for the award of the degree, and shall be offered a range of credit-earning course-units that add up to 120% of the credits required for their degree and of which they can select. Students who also enrol in another programme after the second semester from their admission to higher education may pursue their studies in state-funded training as a means of encouragement for undertaking extra work simultaneously.

HEIs have several training forms available for gifted students, such as academic student associations and student colleges; the knowledge acquired in the framework of such activities can be recognised as part of the academic studies.

Recent infrastructural developments are aimed at the creation of learning spaces, improvement of the housing conditions of students, the enhancement of the range of subjects offered for planning individual learning paths and the quality teaching of such subjects.

e) Are there modular structures of programmes to facilitate greater participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycles:

With respect to higher level vocational training, as a result of the transformation of the vocational training programme into a competence-based programme, by

31 December 2008 new vocational and examination requirements will have been introduced which ensure a modular structure.

The content development of the multi-cycle training system showed that – in particular with respect to basic competences – such modules leading to a degree need to be designed which form a coherent unit in themselves and as an integral and coherently organised part of the syllabus can be used in different training programmes and in different institutions with the same characteristics (training objective, syllabus content, entry and exit requirements).

The Hungarian training system had this in mind when defining the different branches of training as sharing the same entry requirements. However, this has not been fully implemented in a consistent manner yet in the establishment of programmes.

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

1) Katapult Mentoring Programme supports disadvantaged students.

The goal of this programme is to improve the chances of the young people concerned for admission into higher education, to enable them to successfully satisfy the requirements and to provide more possibilities for finding employment on the labour market. The programme contains a number of elements:

- preferential treatment for socially disadvantaged youth at the admission procedure, to ensure their entry to higher education;
- the facilitation of the integration of the students concerned in higher education institutions;
- the reduction of the chances of drop-out.

Academic year:	Mentee (person):	Mentor (person):
2005/2006	170	80
2006/2007	276	102
2007/2008	381	138

For the academic year 2008/2009, 1245 enrolled disadvantaged students applied for the mentoring programme.

The mentoring programme is operated by The National Union of Students in Hungary for Students Foundation, which has been commissioned by the Ministry to carry out this function. Mentors are entitled to scholarship.

The mentoring programme received the following funds:

- September 2005 – December 2005: HUF 14 000 000
- 2006: HUF 22 000 000

- 2007: HUF 81 000 000

2) In 2008 7375 applicants (7223 in 2007) were awarded extra points as a means of positive discrimination (see the introduction under point e). 4951 (3657 in 2007) of them would have qualified for admission even without extra points, 1477 applicants (849 in 2007) were admitted due to extra points, and 930 (2717 in 2007) failed to qualify for admission despite extra points.

3) Compared to their ratio in society, disabled persons are under-represented in higher education, currently there are some 800 persons registered as disabled pursuing studies in higher education. To promote the participation of disabled people, the following provisions have been enacted:

- extra admission points (preferential treatment);
- option to be exempted from foreign language examination
- normative funding for disabled persons (to be spent on the procurement of technical and special tools and the financing of personal helpers).

The provisions of the HEA and its implementing decrees explicitly stipulate those measures and special services HEIs are required to implement and to provide so that the gates of the institutions are open to all. No applicant should be denied admission on grounds of disability.

Disabled youth applying for admission to a HEI all have the opinion of the expert and rehabilitation committee or the expert opinion of an educational adviser, which they are expected to attach to the application form already upon applying for admission, and which helps institutions to make arrangements for their reception by ensuring accessibility.

The students concerned have already been granted exemption from certain subjects in secondary education, that is, they met the requirements in a different way, perhaps they used some authorised auxiliary tool or, depending on their disability, demonstrated their knowledge under customised conditions.

This should be the same for disabled students pursuing studies in HEIs too. They can continue to exercise these rights in the course of their studies and they can request the institution to grant them full or partial exemption from taking examinations, they can apply for the substitution of certain subjects, and for assistance at examinations.

Disabled persons get ever more assistance from institutional coordinators the main task of whom is to get acquainted with the students concerned on the occasion of personal consultations and then to design different forms of assistance which are as follows:

- participation in the work of the board assessing the requests of disabled students for exemption;
- ensuring the forms of assistance allowed at examinations and consultation opportunities;
- keeping records on an ongoing basis on disabled students pursuing studies in the institutions;
- considering the individual needs of disabled students for the purpose of providing information, counselling and assistance;

- arranging consultation opportunities according to the needs of disabled students;
- being aware of the different disability types, making proposals for the use of normative funds and the procurement of special tools;
- maintaining contact with disabled students and their personal helpers;
- helping students in resolving personal problems they encounter during their studies

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁶

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes No

Does the legislation fully allow:

i) establishing joint programmes?

Yes No

If No please explain what are the obstacles

ii) awarding joint degrees?

Yes No

If No please explain what are the obstacles

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100% 50-75% 25-50% 1-25% 0%

ii) joint programmes

75-100% 50-75% 25-50% 1-25% 0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle?

None Little Widespread

¹⁶ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

In the second cycle?	None <input type="checkbox"/>	Little <input checked="" type="checkbox"/>	Widespread <input type="checkbox"/>
In the third cycle?	None <input type="checkbox"/>	Little <input checked="" type="checkbox"/>	Widespread <input type="checkbox"/>

- d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

Studies in technology, economics and agriculture.

- e) Estimate the number of joint programmes in your country

Approximately 20.

- f) Describe any actions being taken to encourage or allow joint programmes.

The Higher Education Act explicitly allows HEIs to provide together with foreign HEIs joint programmes awarding a joint degree in all three training cycles (Bachelor, Master and doctoral programmes), as well as in postgraduate specialist training courses, and clearly establishes the legislative conditions for providing joint programmes.

As it is indicated in the answer to the question concerning the Lisbon Recognition Convention under point 14. in connection with transnational educational, foreign HEIs may operate in Hungary subject to authorisation. On the contrary, in the case of joint programmes offered by a Hungarian and a foreign HEI, no permit is required for the operation of the foreign HEI in Hungary. This provision seeks to promote joint programmes.

- g) Are there any specific support systems for students to encourage joint degree cooperation?

The Central European Exchange Program for University Studies (CEEPUS), in which Hungary also participates, expressly encourages joint programmes that lead to a joint degree. The costs of the CEEPUS programme are financed by the governments of the participating countries in a way that the subsistence expenses and the scholarship of CEEPUS students are always covered by the host country.

MOBILITY

19. Removing obstacles to student and staff mobility

- a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

There are virtually no obstacles to mobility within the European Union (except financial difficulties, of course), mobility to third countries, however, is far from being simple. Third country students, teachers and staff visiting within the framework of scholarship programmes are advised about information on visa applications by the manager of the programme concerned, who also notifies the competent national authorities on the scholarship programme and on the recipients of the scholarship.

The Hungarian Services Centre of the Euraxess (formerly Eramore) network started its operation in 2004, and set up the Hungarian Researcher's Mobility Portal (www.euraxess.hu). The portal provides updated administrative information for visiting researchers and Hungarian researchers searching for opportunities abroad (either as scholarship recipients or job seekers).

Another major obstacle was removed in 2006, as through the amendment of the Tax Act scholarships no longer qualify as taxable emolument.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

An amendment is currently under way which would exempt students undertaking their traineeship in Hungary from having to apply for a work permit.

There is another reconciliation process aiming at the facilitation and simplification of intra-Europe mobility for third country nationals who are already pursuing studies in an EU member state.

c) Is there financial support for national and foreign mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

Recipients of HE scholarships certainly receive financial support. Furthermore, they can apply for additional funding from HEIs, student unions, local governments and various foundations.

d) Are study periods taken abroad recognised?

Yes No

Please add appropriate comments to describe the current situation:

The recognition of credits, especially in the case of outward mobility, often faces the problem that Hungarian higher education tends to recognise the credits earned abroad (typically high value) at a low credit value.

e) Is there accommodation for mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

Mainly, the dormitories, hostels of HEIs and other resident halls are available for accommodation. The coordinators of scholarship programmes at the HEIs give comprehensive information to visiting students and staff on accommodation facilities.

f) Have any measures been taken to increase outward student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

Hungary has organised awareness-raising and promotion campaigns to make mobility to "less popular" countries more attractive, and applications targeting such countries in some cases enjoy priority in the scholarship programmes.

20. Portability of loans and grants

a) Are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants.

The Higher Education Act states that if a student with a state-funded student status studies in another higher education institution in an EEA country, for the term of such studies the student shall be eligible for scholarship from the higher education institution where he/she established student status.

A student shall be eligible for such scholarship if he/she commenced studies abroad with the approval of the higher education institution, such studies may be validated in the course provided by the Hungarian higher education institution, and, if enrolled in a Bachelor programme, at least 60 percent of the necessary credits have been accrued. (In Master programmes, only a Bachelor degree is stipulated.) The scholarship fund is generated by the HEI and provided for in its annual budget. This provision of the Act entered into force in 2008.

b) Are portable loans available in your country?

Yes No

If No, describe any measures being taken to increase the portability of loans.

Hungary decided to set up a student loan system in 2001. The student loan can be taken by students under 40 years of age, provided they have valid student status. No individual loan or risk assessment is required and social conditions or student performance are not considered. From the academic year 2008/2009 onwards, the maximum student loan amount for students with state-funded student status is HUF 40,000/month, and HUF 50,000/month for students with fee-paying student status. The loan is reimbursed in instalments proportionate to income, and no specific maturity is predetermined. The maximum period of eligibility is 10 semesters.

A new element introduced with the amendment in 2007 is that student loans may be used to finance studies pursued abroad, the amount of which in this case is increased.

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

The Ministry of Education and Culture has taken the following measures during the reporting period to implement the strategy:

- had the text of the Higher Education Act translated to English;
- with support by the Government, set up the organisation "Studytransfer" which strives to promote Hungarian higher education abroad;
- collected and published on its homepage the programmes offered by Hungarian higher education institutions in a foreign language;
- created several positions for special regional diplomats who represent Hungarian culture and education abroad;
- has started negotiations on the independent expert evaluation of the internationalisation of Hungarian higher education.
- Hungary is also a member of the ASEM (Asia-Europe Meeting) process, which started in 1996. The objective of the ASEM states is to strengthen the relationship between the two regions in the spirit of mutual respect and equality. Hungary is currently chairing the Advisory Committee of the "ASEM Lifelong Learning HUB", the most intensive form of cooperation in the field of education under the ASEM process. With its balanced structure (higher education networks and ministerial experts) the ASEM LLL HUB links research to practice. It enables

its members to join such decisive processes as the Bologna Process, Erasmus Mundus, European Qualifications Framework, etc.

b) What has your country done to:

i) improve information on the EHEA outside Europe?

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

iii) strengthen cooperation based on partnership in higher education?

iv) intensify policy dialogue with partners from other world regions?

v) improve recognition of qualifications with other world regions?

The ENIC network, in which the Hungarian ENIC Office is an active member, pays particular attention to set up and maintain co-operation with other regions of the world in the field of exchange and dissemination of information and recognition of qualifications. Furthermore, the Hungarian ENIC Office has a close working relation with the ENIC Offices of countries outside the EHEA, in order to ensure efficient exchange of information on the systems of education and on qualifications, which activity contributes to the improvement of the recognition of qualifications.

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

1. In the course of spring 2006, professional partners were informed on the Guidelines at the meeting of the OECD Committee of the Ministry of Education.

2. In February 2007, the Ministry answered the questionnaire of the OECD on the application of the Guidelines. The Hungarian Accreditation Committee, the Educational Authority, the Hungarian Rectors' Conference and the National Union of Students in Hungary took part in the reconciliation process associated with the completion of the questionnaire.
3. In November 2007, a summary on cooperation with the OECD was published on the homepage of the Ministry, briefly introducing the guidelines and supplying a link to the document in English and French.
4. In 2008, the Ministry of Education and Culture had the Guidelines translated to English.

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes No

If Yes please explain in what ways the guidelines are applied

- The Higher Education Act clearly defines the procedure for obtaining a license for operation of foreign HEIs in Hungary, as well as the conditions under which Hungarian HEIs may operate abroad, and, furthermore, the rules pertaining to joint programmes and joint degrees offered by Hungarian and foreign HEIs.
- The Act on the Recognition of Foreign Certificates and Degrees specifies the conditions for the recognition of foreign degrees in case such degree is issued in a HEI operating in Hungary, or where the degree is issued on the basis of a programme offered in a country other than where the seat of the awarding foreign institution is located, or where the joint degree is conferred upon completion of a joint programme provided by foreign institutions.
- Hungary has signed bilateral equivalence agreements.

Through the aforementioned measures, Hungary satisfies the requirement of the Guidelines according to which governments should ensure that the authorisation of the operation of foreign institutions and recognition of foreign degrees must be performed in a transparent system, defined by statutory legislation.

As to the implementation of the recommendations formulated for recognising authorities,

- a national recognition information centre has been set up and is operated (see points 14. c) iv/v and point d))
- see point 14. b) for the application of the recommendations on recognition,
- and Hungary concluded bilateral equivalence agreements.

Hungary also satisfies the recommendations concerning international cooperation between quality assurance organisations.

ii) incoming higher education provision?

Yes No

If Yes please explain in what ways the guidelines are applied see point i)

FUTURE CHALLENGES

22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

Higher education reform processes focus on quality development, and hence demand that efforts aimed at the modernisation of education, research and institutional operation management are sustained.

1) As part of the modernisation efforts, training content and the documents regulating provision (including the national qualifications framework, which is related to the European Qualifications Framework) should be developed through the transformation of the training structure, with a view to promoting lifelong learning. Second cycle training becomes full-scale as from 2009, on which the third cycle can be systemically built from 2011 onwards. Hungary is faced with the challenge of developing training methods and procedures reflecting new dimensions of higher education; with the challenge of transforming the process of teaching and learning; that of renewing the content of the accreditation procedure based on experts' opinions and of preparing the experts concerned. A priority objective is to enhance cooperation between HEIs and establishments that organise or provide practical training. Responding to the needs of public education, emphasis must be laid on the implementation of competence-based teacher training, on the organisation of teaching practice in schools and institutions of public education, on the identification of stakeholders and their responsibilities, and on the achievement of an integrated unity of first cycle and any further education.

Higher education contributes to the fulfilment of regional labour market demands, in the spirit of lifelong learning, by the new Bachelor, Master and doctoral programmes, by the system of vocational trainings – viable primarily in the framework of adult education – and postgraduate specialist training courses and classes. Higher education can reach its full training potential if the institutional and organisational background of the multi-cycle training system and all additional forms of training is ensured.

Simultaneously, as the basis of LLL, a uniform lifelong guidance system should be built.

2) Employability

One of the most debated issues concerning the transition to the new training system is the actual objective and necessity of the transformation of the training structure, and the problems in the employment of the holders of the new degree levels and the professional qualifications rendered that are likely to occur. The goals and the necessity of the system must first and foremost be explained and accepted in the HEIs and the different actors of society (public education, applicants to HEIs, employers, professional organisations) during the gradual implementation of the system. The current system of programmes must be revised and, if necessary, adapted to employment. The content of programmes must be developed. The regional role of HEIs and their integration must be strengthened. Graduate career monitoring must be brought into effect.

3) Research, development and innovation

The main task of development in these fields is to provide for the successful participation and cooperation of HE research units in Hungarian and European R&D&I calls for applications, which would mean at the same time that there are external funds available for the sake of quality development in higher education. The indicator of socio-economic efficiency of the higher education research network is the intellectual product, which appears as added value in products and presupposes the building of an innovation chain. This is served by the creation of Knowledge Centres, which invigorate the relationship between higher education institutions and regions, higher education institutions and the economic sector, and which are supported from Community funds under the calls of the New Hungary Development Plan. Education of new generations of researchers – one of the stipulated responsibilities of HEIs – in the doctoral schools that are in charge of PhD education in the multi-cycle system needs to be developed both in terms of quantity and quality. Hungary plans to facilitate the enhancement of the related infrastructure by raising funds through tenders and external capital sources.

4) In a market economy the effective operation of HEIs can be facilitated by means of a modern and differentiated structure of management where academic and economic functions are separated. Apart from developing a new organisational structure, exclusively normative-based funding could be replaced by a financing scheme which would ensure the conditions of operation for several years (3 years) and be tied to performance indicators, as a first step towards which the Government has created the legal conditions for this new type of financing mechanism. The adaptation capacity in the management of HEIs can be increased if certain higher education functions are executed in the form of a business organisation, and the right of state-run HEIs to establish business organisations is ensured.

5) Internationalisation, mobility

The number of foreign students studying in Hungary and that of Hungarian students studying abroad is yet insufficient, and it is also the case for teachers and researchers. This situation must be improved. Additional incentives must be identified so that more joint degree programmes are organised. The number of

programmes offered in foreign languages must be increased. Creating the financial conditions for mobility and providing for equal opportunities is a serious challenge.

6) Social dimension

Admission of under-represented groups to higher education is still a major problem for Hungary, and there is room for improvement in differentiation in terms of content, as well as in finding alternative modes of knowledge transfer.

7) Quality development

A strategy for quality education needs to be worked out and the institutional side of the quality assurance system needs to be strengthened.

The criteria concerning the so-called research university specified in the Higher Education Act have to be defined.

HUNGARY
COUNTRY REPORT
2007/2009

PART II.

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secr@bologna2009benelux.org) by November 1, 2008. Please do not exceed the length of 10 pages for the national strategy on social dimension.

The Questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

II. AS IS SITUATION

- 1) Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

1. The number of students in Hungarian higher education has quadrupled between 1990 and 2008. Although the expansion has led to the improvement of the opportunities of the disadvantaged, it has not terminated the inequalities of access, since only those can have access to higher education who can at least get to its gate. The social dimension of Hungarian higher education cannot be strengthened any more by opening the gates wider, therefore policies should concentrate on the widening of the intake pool of higher education (persons acquiring a secondary school leaving examination necessary for application to higher education).

The fact that the disadvantage experienced in the school system rarely originates in a single factor (e.g. the place of living alone, or the social situation alone) should be taken into consideration when interpreting the sections on underrepresented groups in this report

The following groups are underrepresented from in Hungarian higher education:

1. the disabled,
2. the socially disadvantaged,
3. the Roma ethnic minority,
4. persons with children
5. youth living in a small settlement

1.1. Disabled youth

According to the data of the 2001 census, the number of disabled persons in Hungary amounts to 577 006, out of which the number of the youth aged 15-29 is 46 800.

As reported by 2005 statistics of the Ministry of Education and Culture, the majority of disabled pupils continue their secondary level studies in special vocational schools. The number of pupils with special educational needs attending schools leading to secondary school leaving examination is rather low. Consequently, the intake pool of higher education from among them is limited to a moderate number. Furthermore, research data suggest that while over 90% of pupils with behaviour problems and skill problems participate in mainstream education (and this highly increases the rate of pupils participating in integrated education), less than 50% of the physically disabled and of those with disabilities of the sensing organs (sight and hearing) attend such institutions.

While 15% of the non-disabled youth aged 25-29 graduated from a higher education institution, only 5,4% of the disabled youth of the same age group did. Accordingly, the schooling disadvantage of the disabled is significant, although due to the preferential treatment in higher education admission, introduced in 2007 (see Question 2), there seem to be favourable tendencies of their access to higher education. In 2007, 1209 candidates applied for additional entrance points owing to disability, and over 50% of them were admitted to higher education as students in state-funded status. In July 2008, 1340 candidates applied for preferential treatment owing to their disability, and the majority of them were admitted to higher education. Since the system has just been introduced, reliable statistical data about the further academic performance of those admitted are not yet available.

From the viewpoint of the disabled persons' access to higher education, the lack of appropriate built environment remains a barrier. Training programmes relativizing the mainstream place and manner of learning and special instructional tools are still not available everywhere, in spite of the numerous positive developments.

1.2. Socially disadvantaged youth

In accordance with the relevant law, "disadvantaged student" means a student younger than twenty-five years at the time of registration and who was eligible for regular child protection care during secondary education, due to his/her family or social background (who was coming from a low-income family or a large family). "Multiply disadvantaged student" means a disadvantaged student whose parent exercising parental control at the time when the student reached the compulsory school age had only completed elementary education, or a student for whom long-term guardianship (state care) had been arranged.

The early segregation of the disadvantaged and multiply disadvantaged children in today's Hungarian education system as early as in primary and secondary education, is a structural barrier to their participation in higher education. Disadvantaged and multiply disadvantaged children (due to their socio-cultural and/or residential disadvantage) get to educational institutions of lower standard, in most cases not leading to secondary school leaving examination and they are also more liable to dropout. Their rate is thus low among those acquiring a secondary school leaving examination certificate, and their rate in higher education is also much lower. Their difficulties in covering the costs related to higher education studies and the costs of living during their studies is also a barrier to their participation.

1.3. Roma youth

Those said about disadvantaged youth are also relevant for the Roma youth's participation opportunities in higher education and for the barriers they are facing. The situation of Roma youth is further worsened by school segregation in public education, preventing social mobility. The exact number of Roma persons aged 18-24 is not known in Hungary, the census data cannot provide accurate information about their number since few of them admit being of Roma descent. Though, research data suggest that the educational disadvantage of Roma youth is rather significant and is present within the whole educational system.

At present, approximately one-fifth of the Roma children of school age attend schools or classes maintained for the mentally handicapped. A further one-third of them attend classes with a Roma majority, in which the financial resources and the staff conditions are much worse than the

average. The presence of Roma youth in secondary education is increasing but because of the general expansion of secondary school education, this does not imply radical changes.

Roma pupils are in most cases admitted to institutions which do not lead to a secondary school leaving examination and the rate of their dropout is higher as well. That is why the number of them pursuing studies in higher education is slight. Without a supporting background, their admission to higher education is not a guarantee for diploma acquisition either.

According to 2004 research data, slightly more than 1% of the Roma youth of the relevant age group participated in higher education, while the rate of them among the non-Roma youth already reached 40%.

1.4. Persons with children

This group is also underrepresented in Hungarian higher education, although its members are awarded additional entrance points by the government for their admission to higher education in state-supported student status. The main barriers to the participation of this group in higher education are the non-mainstream nature of flexible work in Hungary (flexitime work, part-time jobs, home working are not widespread), the difficulties of childcare besides learning, the meagre financial resources that can be used for studies from the family budget, or the loss of wages due to studies in the case of those working and studying at the same time.

1.5. Youth living in a small settlement

In Hungary, the smaller the settlement one lives in is, the lower his/her opportunities of getting into higher education are. This is due to several reasons: first, those living in a small settlement do not have so many facilities and services available (tutor, library etc.) as those living in a city. Financial resources and staff conditions in schools in small settlements are often worse than in cities, providing an education of lower quality. Lower qualifications and unemployment among parents (leading to a difficult financial situation of the family) are also more frequent in smaller settlements. These are roughly decisive factors of the children's getting into secondary education (influencing both school type and quality), and they also affects their getting into higher education. Among youth living in a small settlement and choosing to go to a higher education institution, the choice made is often a regional one: for practical reasons, the students choose from the institutions in the neighbourhood, and due to their generally lower results at secondary level (which is taken into account at the entrance to higher education), they often get admitted to institutions of lower quality.

2) Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility.

1. Programmes contributing to the acquisition of secondary school leaving examination necessary for access to higher education

As Hungary is aware of the fact that the creation of opportunities must begin well before higher education and the stage for this is institutional education, the national development plans (the *National Development Plan* and the *New Hungary Development Plan*, NHDP - or ÚMFT in Hungarian - in the following), running since Hungary's joining of the EU, attach high importance to the development of integrated public education. Numerous inclusive and integrative educational programmes have been launched in Hungarian public education. Since the education system itself often increases the brought-along disadvantage of students, institutions are actually faced with serious challenges in the field of creating equal opportunities. Institutional education should start as early as possible (e.g. a kindergarten programme starts in 2009 primarily for Roma families). The renewal of teacher training, a programme partly realised within the framework of the NHDP, aiming at ensuring that future teachers can meet the social challenges they face, can also be mentioned in this regard.

1.1. The *On the Road* Scholarship Programme

Schooling their children is a huge burden for socially disadvantaged families. The *On the Road* Scholarship Programme was launched by the Government in 2005 to ensure the possibility of a successful integration into social and economic life through the educational system, for the children of the social layers living in extreme poverty, permanently unemployed, economically uncompetitive, that is, for the disadvantaged and multiply disadvantaged pupils, Roma pupils, and for those living in a small settlement.

The *On the Road* programme operates three equal-opportunity sub-programmes and a talent developing sub-programme (*Road to a Secondary School*, *Road to Secondary School Leaving Certificate*, *Road to a Vocation* and *Road to Science*). Pupils, with their chosen mentor (a teacher of his/her school) and with the cooperation of their school can apply for participation in one of the equal-opportunity sub-programmes. Both pupils and their mentors are awarded a scholarship.

The goal of the *Road to a Secondary School* sub-programme is the preparation of pupils of the 7th -8th grades for secondary school studies leading to secondary school leaving examination. The goal of the *Road to Secondary School Leaving Certificate* sub-programme is providing support for pupils in secondary schools leading to secondary school leaving examination, so that they can successfully complete their secondary school studies. The goal of the *Road to Science* sub-programme is talent development of pupils of the 10th grade greatly interested in natural sciences, technology and mathematics.

In the framework of the *On the Road* Scholarship Programmes, the mentored pupils are provided help with their studies and career choice, in addition to a continuous monitoring of their development, on the basis of an individual development plan involving all those concerned (students and their families, teachers and other child/youth care or education professionals if necessary) . The mentors gets acquainted with their mentored pupils' family background and social situation and help pupils with their studies and personal problems.

The budget of the *On the Road* Programme amounts to 2,2 billion HUF in 2008, supporting 5100 pupil-mentor pairs in the framework of the *Road to Secondary School* sub-programme, and to 3300 pupil-mentor pairs in the framework of the *Road to Secondary School Leaving Examination* sub-program.

The program has been attracting interest since it was launched and the number of its participants has been increasing.

1.2 *Arany János* Talent Developing and Dormitory Programmes

The *Arany János* Programme in Hungarian public education consists of several sub-programmes, two of which are relevant from the viewpoint of acquiring a secondary school leaving examination and accessing higher education: the *Arany János* Talent Developing Programme and the *Arany János* Dormitory Programme.

The nationwide *Arany János Talent Developing Programme* (AJTDP) started in 2000 in order to help socially disadvantaged talented youth aged 14-18 to get into higher education, by providing them a special educational programme in secondary schools and dormitories that have a great reputation and tradition in the field of talent developing and in preparing pupils for higher education. Pupil selection for AJTDP is based on talent-spotting in rural, disadvantaged areas (a core condition of getting into the programme being is the socially disadvantaged background of pupils).

The goals and activities of the *Arany János* Talent Developing Programme are the following:

- (a) giving equal opportunities to pupils, through educational and financial support;
- (b) a five years long (one preparatory year + four years of secondary education) talent developing programme, consisting in enrichment programmes (including the improvement of emotional and social skills) and based on an individual development plan and pedagogical follow-up for each pupil;
- (c) helping pupils overcome their difficulties originated in their family background or their poor rural education;
- (d) preparing pupils for higher education;

(e) the modernisation and improvement of current educational programmes, by the use of new pedagogical methods and the development and sharing of best practices that can be used further on in the Hungarian education system.

The **Arany János Dormitory Programme** (AJDP) is a five-year long programme, involving an obligatory dormitory placement (similarly to the talent developing programme). Secondary school dormitories play the leading role in the programme and ensure that the participating disadvantaged children pass the secondary school leaving examination successfully. AJDP, based on a specific pedagogical system, is completed with the so-called 0th year of secondary education, preparing pupils for secondary school studies primarily by improving their core competencies. This preparatory grade is organized by a secondary schools cooperating with the dormitory. After the preparatory year, pupils attend either a vocational secondary school leading to secondary school leaving examination or a secondary grammar school. The dormitory undertakes to lead pupils to acquire their secondary school leaving certificate as a result of the AJDP educational-instructional process, in cooperation with the pupils' families and secondary schools.

In the 2008-2009 school year, 36 institutions (23 secondary school-dormitory pairs and 11 secondary schools and 12 dormitories independently) and 2937 pupils participate in the *Arany János* Talent Developing Programme, while 10 dormitories and 679 pupils participate in the *Arany János* Dormitory Programme. Institutions are provided raised normative funding for their pupils participating in the *Arany János* Programmes: in the *Arany János* Talent Developing Programme, 360 000 HUF per person is allocated to secondary schools and 480 000 HUF per person to dormitories; in the *Arany János* Dormitory Programme, 720 000 HUF per person is allocated to dormitories, and 360 000 HUF per person to secondary schools organizing the 0th year training of pupils.

2. The increase of student places in higher education

Each Hungarian citizen is entitled to pursue studies in a higher education institution, under conditions defined in the Higher Education Act, either in state-funded or a fee-paying student status.

At present, the number of students in Hungarian higher education is approximately 380 000. The quota of those to be admitted in state-funded student status on the basis of their school achievements is annually set by the Government, by means of calculation stipulated in the Higher Education Act, with a view to labour market prospects and demographical tendencies. In 2008, the number of students admitted to state-funded student status is 56 000. Over this number, higher education institutions can admit students in fee-paying status up to their capacity. The full available capacity (about 490 000 student places) is not filled by higher education institutions (with significant differences by degree programmes and by institutions).

The number of applicants to higher education has been decreasing¹⁷ continuously over the past years, which is partly due to demographic tendencies.

3. Anti-discriminatory legislation and affirmative action to promote access to higher education

According to the Constitution of Hungary, all children have the right to receive the protection and care of their family and of the State and society, which is necessary for their satisfactory physical, mental and moral development. The Constitution also stipulates the right to education, which is realized in higher education by means of providing education accessible for all on the basis of individual abilities and by means of providing financial support for the students by the Government.

The Hungarian Parliament, acknowledging each person's right to dignity and that the promotion of equal opportunities is primarily the obligation of the State, furthermore to provide efficient legal protection for those suffering discrimination, enacted a law on equal treatment and the

¹⁷ In 2004 167.000 persons, in 2005 149.000 persons, in 2006 132.000 persons, in 2007 108.000 persons, in 2008 96.000 persons.

promotion¹⁸ of equal opportunities, which concerns public and higher education as well. In accordance with the Higher Education Act, those participating in the organization, management and operation of higher education shall meet the requirements of equal treatment when making decisions related to students and academic staff. No person suitable for studies in higher education on the basis of his/her abilities can be denied access to higher education institutions.

Hungary has a unified national higher education admission system based on secondary school performance, or performance on the secondary school leaving examination. No separate entrance examination is required (only aptitude tests are needed in certain fields, e.g. in sports) which contributes to making the admission procedure simple and fair.

A Government Decree¹⁹ has stipulated that from 2005, the requirements of preferential treatment shall be enforced for disadvantaged, multiply disadvantaged or disabled applicants and for applicants on child care leave or receiving child care benefits. Preferential treatment can only be provided in connection with the admission application evaluation (extra entrance points), no special quota exists for underrepresented groups.

The admission procedure is free for multiply disadvantaged students, disadvantaged students are granted a discount of 50%.

4. Removing barriers to access for underrepresented groups

In accordance with the application of preferential treatment, disadvantaged applicants can apply for 25 extra points in the course of the admission procedure, and multiply disadvantaged applicants can apply for 50 extra points. ("Multiply disadvantaged applicants" are applicants whose supervising parent or parents at best completed their studies in the 8th grade of primary school, or those admitted to permanent – state - care). Disabled applicants and persons on unpaid leave for childcare purposes or in receipt of pregnancy-maternity benefits, childcare allowance, child-rearing allowance or childcare benefits²⁰ can also apply for 50 additional points.²¹

According to the National Higher Education Information Center's data, there has been an increase in the number of students applying for extra points in the admission procedure.

In 2008, their number and their admission results were as follows:

- out of 1340 disabled persons, 1176 have been admitted, 325 of them due to the extra points;
- out of 1133 child carers, 1029 have been admitted, 223 of them due to the extra points;
- out of 3949 disadvantaged persons, 3420 have been admitted, 667 persons due to the extra points), and
- out of 953 multiply disadvantaged persons, 820 have been admitted, 279 persons due to the extra points.

4.1. Removing barriers to access for disabled youth

In addition to the support by preferential treatment, the removal of infrastructural barriers is on the way in higher education institutions, in order to provide access for persons with physical disabilities. In accordance with the law, in existing public buildings including those of higher education institutions, barriers shall be removed by 2010 and since 1998 only barrier-free public buildings have been permitted to be constructed.

In accordance with the provision to improve the disabled candidates' school performance and the opportunities of their access to higher education, disabled pupils in public education can already be exempted from the fulfilment of certain subjects, can meet their study obligations in an alternative

¹⁸ Act No. 125 of 2003

¹⁹ Gov. Decree 269/2000. (XII. 26.)

²⁰ GYES, GYED, GYET and TGYÁS in Hungarian.

²¹ In the course of the admission procedure, a maximum of 480 points can be obtained. In 2008, the average result of those admitted to Bachelor programmes was 360 points, but 160 points were enough to be admitted to certain programmes.

way, or can use permitted tools and can demonstrate their knowledge in a personalized way, in conformity with the nature of their disability.

Higher education institutions are increasingly recognizing the possibilities of short-cycle (four-semester) training programmes, e.g. a higher-level vocational training programme for blind persons has been launched.

4.2. Removing barriers to access for persons with children

Additional points available for persons with children in the admission procedure increase their chances to be admitted to state-financed student status where they receive a predictable, guaranteed and continuous support.

- 3) Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility. Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.**

1. The general legal framework of higher education studies: student rights and the obligations of higher education institutions

In accordance with the Higher Education Act, each student in Hungarian higher education is entitled to the following rights:

- *Rights connected to personal rights*: personal rights which are the citizens' legal due: personality rights; rights to religious, secular or other beliefs; the right to identity as a member of a national or ethnic minority etc.

- *Rights connected to institutional autonomy*: right to participation in the research and development activity of the higher education institution; to form an opinion on the work of lecturers; to put forth proposals; to seek advice from the Commissioner for Educational Rights; to turn to the Education Mediation Service; to have the right to vote for the members of and to be elected as a member of the Student Union.

- *Rights connected to studies*: right to plan one's individual schedule in line with the requirements specified by the educational programme; to be informed; to temporarily terminate one's student status; to acquire a visiting student status in another higher education institution; to acquire additional student status at another higher education institution (simultaneously pursued studies); to become acquainted with international practice and to this end, to study in another higher education institution in countries party to the Agreement on the European Economic Area; for students in a state-financed student status, to obtain a student loan or receive a grant for the purpose of the studies abroad.

- *Rights connected to the obligation of provision of services in higher education*: right to use the equipment, facilities and services (library, laboratory, computer devices, sport and recreation facilities, health counselling, etc.) available in the higher education institution and the dormitory; to receive accommodation in a dormitory; to receive assistance in one's integration into the community life of the institution; to receive support in preserving one's physical condition and leading a healthy life free of addictions; to have academic and career counselling available and have recourse to these services; to receive an accommodation grant; to receive financial benefits relative to one's financial standing, income situation and academic performance.

The Higher Education Act stipulates the following principles for higher education institutions:

- elaboration of a research-development-innovation strategy;
- talent development and education of new generation researchers;
- ideological neutrality of higher education institutions run by the state/local governments/national minority local governments;

- the objective mediation of information and knowledge, allowing various perspectives of examination;
- the publicity of educational, research, development and innovation activity;
- independence of all political parties in the organization and operation of the institution;
- providing the right to instruction in the native language of ethnic minority students, or in their native language and Hungarian, or in Hungarian;
- application of the requirements of equal treatment.

According to the provision of the Higher Education Act, higher education institutions have to ensure:

- library services;
- development of the students' native and foreign language knowledge for special purposes;
- organization of regular physical activity;
- preparation of the quality assurance programme, the creation of its conditions;
- promotion of equal opportunities (ensuring housing facilities, the conditions of a healthy lifestyle for the students, operation of an information and counselling service which contributes to the adaptation of the students and their professional progress);
- talent development;
- increasing of the social recognition of sciences;
- respecting the freedom of belief of lecturers, researchers and students.

The **Education Mediation Service** (OKSZ) has been operating in Hungary since 2004 (supervised by the Minister of Education and Culture). It is aimed at facilitating up-to-date dispute settlement procedures for those involved in education, offering a solution to the dispute in an efficient, professional way and free of charge. The Service provides mediation or other alternative dispute settling procedures, provision of an expert, and counselling that prevents education-related disputes.

The **Commissioner for Educational Rights** operates in the Ministry of Education and Culture (and is responsible to the Minister of Education and Culture). It promotes the validation of the education-related civil rights of those involved in education (teachers, pupils, lecturers, students etc.), or of the rights of their associations. After having exhausted all available legal remedy apart from court proceedings, anyone involved in education (pupil, parent, educator, student, researcher, teacher or their associations), might submit a written petition in individual cases, if in their judgement their guaranteed rights have been infringed or if there is a direct threat of such infringement,. The Commissioner for Educational Rights shall investigate all petitions, and in case the petition is grounded, he/she will initiate consensus between the parties. If consensus is not reached, he/she calls the parties for a personal mediation.

The **Equal Treatment Authority**, responsible to the Minister of Social Affairs and Labour, was established by a Government Decree in 2004 relating to the above mentioned Act on the promotion of equal treatment and equal opportunities. The Equal Treatment Authority is a public administration organization of national competence that controls non-compliance with the requirements of equal treatment. The Authority shall conduct *ex officio* investigations upon request by persons whose rights have been violated. In cases defined by law when the principle of equal treatment is violated by e.g. an educational institution, the Authority can run an investigation procedure in order to establish whether the principle of equal treatment has been violated.

2. The system of financial support for students

2.1.Grants

In Hungary, the system of student grants and benefits changed in September 2007. The aim was to create a new system that is socially sensitive and resolves the socially grounded differences between the opportunities of pursuing studies, makes the support system calculable and recognizes quality.

One of the elements of the normative funding provided for the operation of higher education is the student normative funding, which is granted to higher education institutions for each student having gained state-funded status (approximately half of the total number of students), and which supports student grants and benefits –as stipulated in the Higher Education Act – such as study grants, dormitory placement, accommodation grants, grants for doctoral students, Scholarships of the Republic of Hungary, textbook grants and grants for sports- and cultural activity.

In 2008, the annual support per person, guaranteed by the Budgetary Act is the following:

Student grant	116 500 HUF
Dormitory placement	116 500 HUF
Accommodation grant	60 000 HUF
Normative funding of doctoral training	1 092 600 HUF (91 050 HUF per month)
Scholarship of the Republic of Hungary	335 000 HUF
Textbook grants, grants for sports- and cultural activity	11 650 HUF

The budget support of higher education in 2008 amounts to 226 billion HUF, out of which 35 billion HUF (15,5% of the total support, which does not contain the health care contribution and support like the reduced fares associated to the student card). Social grants amount to 35-40% of the student support, the rest consists in performance-based support.

2.2. Student loans and tax benefits

Students can have resort to a **student loan** for their studies and are entitled to **tax benefits**. Students both with a state-funded or a fee-paying student status can obtain a student loan without individual loan assessment. In the academic year of 2008-2009, the greatest amount available of the student loan is 40 000 HUF/month for students with a state-funded status and 50 000 HUF/month for those with a fee-paying status. Students can obtain the loan for their studies abroad as well.

2.3 Financial support based on the social situation of students

The students just admitted to higher education can obtain a starting basic support and welfare grant in the first semester of their studies, and a welfare grant and study grant in the further semesters. The starting basic support is a support of guaranteed amount for the needy which can be obtained by application. It is 50% of the student normative funding (58 250 HUF) in Bachelor programmes and higher-level vocational training and 75% (87 375 HUF) in Master programmes.

A support of guaranteed amount for students the most in need is a new element of the welfare grant system: in their case, the so far uncertain welfare grants that were changing every semester, have been replaced by a guaranteed amount, the 20% of the student normative funding. At present, disadvantaged students who are in need due to their disability or state of health, who are multiply disadvantaged, family supporters, orphaned or come from a large family are granted a regular, monthly welfare grant of 23 300 HUF.

Student in whose family the net income per capita does not exceed the minimum wage and who are disadvantaged/orphaned/fatherless or motherless/under guardianship, are granted a regular welfare grant of 10% of the student normative funding (11 650 HUF/month). The needy students of good academic performance can obtain 40 000-50 000 HUF/month in the event certain conditions are fulfilled.

The *Bursa Hungarica Local Governmental Scholarship Programme* is a further form of financial support based on the students' social situation. This support type can only be obtained on the basis of social disadvantagedness; its aim is to ensure equal opportunities and the moderation of social differences by supporting students already pursuing their higher education studies and those who wish to get to higher education. *Bursa Hungarica Scholarships* are allocated per academic year and consist of a part provided by local governments (that is, social support granted for the student by the local

government of his/her settlement and county) and a part provided by the higher education institution the student concerned is attending.

In 2007, the *Bursa Hungarica Local Governmental Scholarship Programme* has been joined by 2 237 local governments (approx. 70% of all the settlements in Hungary), and by all the counties except for the Local Government of Budapest, the capital city.. Local governments supported 37 088 students (34 587 already in higher education and 2 501 preparing for admission). County governments supported 12 826 people (12 172 students in higher education and 654 students preparing for admission). Student were granted a monthly 7 725 HUF scholarship on average.

2.4. Financial support for Roma students

Roma youth participating in a higher education training programme leading to an undergraduate, graduate or doctoral degree, with a fee-paying student status, can apply to the Ministry of Education and Culture for a partial or full refunding of their fees. In 2008, the total sum available for applicants amounts to 2 500 000 HUF.

Roma youth can also have support from NGOs for their higher education studies. Scholarships are available at the Romaversitas Foundation, the Romnet Media Foundation, the Kurt Lewin Foundation, the Public Foundation for the Hungarian Gypsies, the Open Society Institute maintained by the Soros Foundation and (for students from Budapest) the Budapest Local Government Gypsy House - Romano Kher.

2.5. Financial support for students with children

Students with a state-funded student status and raising a child/children are granted the 20% of the student normative monthly.

2.6. Indirect financial student support

According to the Law on income tax, students admitted to fee-paying student status are authorised to a 30% tax credit on the fee they pay.

2.7. Merit-based student support

In Hungary, transfer exists between state-funded student status and fee paying student status: the Higher Education Act stipulates a 15% re-assignment obligation, on the basis of the students' academic performance. First-year students are ranked at the end of the academic year and state-funded students who do not fulfil the minimal requirements are to be re-assigned to fee-paying status, while the best performing students in fee-paying status can be re-assigned to their places.

The **Scholarship of the Republic of Hungary**, with a great past, is awarded for one academic year (altogether 10 months) by the Minister of Education, to students of remarkable academic performance, of outstanding activity in student colleges for advanced studies or in their professional field. Approximately 1 500 students are awarded the Scholarship each year; the sum used to this end is nearly 500 million HUF . The amount of the Scholarship – in accordance with the actual Budgetary Act – is continuously increasing; in 2008 it is fixed in 34 000 HUF/per student/per month.

3. Student research grants, talent development

Numerous forms of support exist in the higher education institutions to promote student research activity and talent development, including the activity of academic student associations or that of student colleges for advances studies²². The knowledge acquired in the course of the activity can be recognized as part of one's higher education studies.

²² Dormitories or students' halls of residences with special professional programme.

Student colleges for advanced studies are built on the principle of self-government and the independent activity of students. Their goal is to contribute to the talent development of outstanding students and their participation in community life. Student colleges aim at the education of intellectuals of high professional standards and sensitive to social problems, by ensuring the physical and personal conditions necessary for the preparation of student college members for their future professional tasks. They provide occasions for advanced training and academic discussion, by extra-curricular lectures, debates and other events.

A student college can be part of a dormitory, but its services are available for the students who are not members of the college. A student college can operate a scientific student association. Student colleges operating as a part of a higher education institution perform their duties as defined in the budget of the higher education institution, or can apply to the Ministry of Education and Culture for support every academic year.

At present, 14 higher education student hostels and 66 dormitories performing student college activities operate in Hungary. 25 student colleges are supported by the Ministry of Education and Culture in 2008, altogether by 47 700 000 HUF.

Scientific student associations serve the broadening of scientific and artistic knowledge related to the obligatory higher education course material and the research or creative activity of students. Scientific student associations can operate at institutional, faculty- or departmental level, providing opportunities for students to present and discuss their individual research activities and results.

The activities of scientific student associations contribute to the scientific progress of several thousand students annually. On the occasion of the National Conferences of the National Council of Scientific Student' Associations, organized every two years (and in addition, the Faculty Conferences of Scientific Student Associations organized in the intervening years, for the students of the faculties concerned), students have the possibility of presenting their research activity and results in the form of competitions. The number of the participants of the National Conferences has increased in the first years of the new millenium, ²³, in 2007 altogether 3 089 persons entered for the competition in all fields of sciences, out of which 983 students were placed high.

In the 2007-2008 action plan of the **New Hungary Development Plan**, several programmes has been dealing with **talent development** both in the field of public education and higher education.

The elements relevant from the viewpoint of higher education include opportunities for higher education institutions to develop special talent developing programmes which on the one hand aim at extending their relationships with public education and the research-development-innovation sphere, and on the other hand at preparing BSc students of academic excellence for MSc and - later on - for PhD training. These programmes are completed by the special support for student colleges for advances studies.

Within the frames of the New Hungary Development Plan, the **Hungarian Genius Integrated Talent Development Programme** is a talent development flag-ship project coordinated by the National Talent Development Council. It intends to provide quality education and access for all in public education so that the efficiency and effectiveness of education improve in harmony with the strategy of lifelong learning. One of the means for this is talent development, in the framework of which talented pupils and those falling behind are provided extra tuition. The programme supports the launch of talent development and catch-up projects in schools and contributes to the establishment of a national non-school based talent development network that cultivates the skills of talented children and youth, permitting their integration and the social utilisation of their talents.

The **National Excellence Programme** is the higher education component of the *Hungarian Genius* Programme. Its purposes are the recognition of talents and excellent performance and the motivation of excellent educational, research activity that produce results significant from the viewpoint of the economy of Hungary and the European Economic Area, in any field of sciences, with an emphasis on mathematics, technology and natural sciences. In the framework of the programme, a comprehensive scholarship system will be developed which renders academic lecturers'

²³ The number of students entering the competition was 2687 in 2001, 3089 in 2003 and 3143 in 2005.

and researchers' careers foreseeable by supporting outstanding students, PhD candidates, PhD degree holders, lecturers and researchers. It is also intended to promote the mobility of its target group, at the same time encouraging excellent Hungarian researchers to return to the country, by a support offered in their career opportunities in Hungary. The programme shall prompt the creation of comprehensive talent developing programmes for students, lecturers and researchers and render possible that the international relations and experience of Hungarian lecturers and researchers be utilized in the improvement of the international educational and research relations of Hungarian higher education institutions.

The *National Excellence* Programme is expected to be launched in the second quarter of 2009, with a budget of 9,3 billion HUF for the first two years of its realization, and with a planned total budget of nearly 40 billion HUF for the period of 2007-2013. Equal-opportunity viewpoints will be enforced in the programme and it will pay special attention to disadvantaged, disabled and female students.

4. Non-financial measures for underrepresented groups (students with children; disabled, socially disadvantaged and Roma students)

During their studies, disadvantaged students granted admission or transfer to a higher education institution can apply for support in the framework of the ***Katapult Mentoring Programme***. The programme covers all higher education institutions in Hungary, starting from the academic year of 2005-2006. In its framework, lecturers and students of higher education institutions (hereinafter *mentors*) offer support to students demanding it (one mentor supporting a maximum to five students).

The *Katapult Mentoring Programme* is part of the equal opportunities programme in higher education. Its main goal is to make adaptation to higher education institutions easier and to decrease the dropout rates of disadvantaged students. The programme covers three main fields: providing information for its future participants about the possibility and conditions of gaining preferential treatment in the admission procedure; making their adaptation easier through the mentoring network of higher education institutions; and increasing labour market chances by means of the courses (career supporting, preparation for entering the labour market) and other activities (e.g. workplace practice) available for participating students.

The number of participants has been increasing significantly year by year since the programme was launched; it amounts to 1300 in the academic year of 2008-2009²⁴. Nearly 15% of the mentored students are Roma.

A grant is awarded to the mentors for their activity; the mentored students do not receive one for their participation in the programme (they can receive a grant based on their social conditions, provided by the institutions). The strength of the *Katapult Mentoring Programme* is that it heavily relies on community life, on the innovation and active participation of students (both mentors and mentored students). Since the mentors' responsibility is great, they can practice their activity after completing a preparatory course and they are expected to participate in further training courses.

4.1 Non-financial measures for disabled students

Higher education institutions are granted additional normative funding for their disabled students, which can be used for the purchase of technical equipment (special tools) as well as for the financing of personal helpers. The students concerned have the right stipulated by law to have recourse to a sign language interpreter, to be exempted from foreign language examination²⁵, to have an individual schedule (with the permission of the institution), to the use of aids and to extra time in examinations. Higher education institutions shall remove physical barriers, provide course material free of barriers and help disabled students with their studies by extending the awareness and related knowledge of academic staff.

²⁴ The number of participants was 140 in the academic year of 2005-2006, 270 in the academic year of 2006-2007, and 400 in the academic year of 2007-2008.

²⁵ In Hungary, foreign language certification is otherwise required for obtaining a higher education degree.

Since 2007, a Committee for the Disabled in Higher Education has been operating in the Ministry of Culture and Education, intending to give expert opinions, make proposals and draw attention to the barriers of the realization of the relevant legal regulation.

5. Mobility support for students

Students of Hungarian higher education institutions have the right to pursue part of their studies in foreign higher education institutions in order to get acquainted with the international practice. They can obtain a student loan for their studies abroad, or a grant from their mother institution in the event that certain conditions are fulfilled. Students of Hungarian higher education institutions pursuing studies in foreign higher education institutions are entitled to a student card.

The Ministry of Education and Culture supports students who are of Hungarian nationality and members of a national or ethnic minority in pursuing higher education studies in the mother tongue, by scholarships awarded on the basis of application.

6. Study environment enhancing the quality of the student experience

6.1. Academic services

6.1.1. Academic and careers guidance and tutoring

One of the sub-programmes of the **Social Renewal Operational Programme of the New Hungary Development Plan 2007-2013** (ÚMFT-TÁMOP 4.1.1) supports the improvement of institutional services and services for students. The sub-programme is aimed at creating differentiated complex higher education services in higher education institutions that meet the demands of the 21st century and contribute to the organizational development of higher education, to the improvement of its competitiveness and the labour-market relevance of higher education training programmes. It lays stress on the improvement of management capacities, on services for students and talent development in higher education, in order to complete the prevailing content- and academic priorities.

In the framework of the sub-programme, the development of student follow-up systems (SFSs) or institutional manager information systems will be developed in the first place. In addition to the implementation of these obligatory elements, complex services for students can be developed, such as career guidance, tailor-made career orientation counselling, lifestyle counselling, psycho-social and mental hygienic supporting services, study counselling (information on the goals of the Bologna training system, on the possibilities and conditions of transfer between different levels of training), development of coordination services (coordination of practical training and of institutions of practical training, coordination of the development of labour-market relationships, building relationships with the National Public Employment Service as well as the regional labour centres, creation of the conditions of data exchange etc.). The organization of career development courses providing information about labour market expectations, of simulation- and career orientation training programmes, CV and application writing counselling services, job fairs, human resource development (training) and the development of information technology supporting tools (web pages, newsletters) can also be realised within the framework of the sub-programme. The development of the system of complex services for students is expected to include a separate type of service in career guidance for disadvantaged and disabled students, for students with disadvantages due to their segregated social environment and for those struggling with socialization problems, to enhance their prospects of labour market success.

The budget of the sub-programme amounts to approx. 4 billion HUF, out of which approx. 3 billion HUF are destined to the so-called “convergence” or high-level priority development regions of Hungary²⁶.

6. 1. 2. Working tools and environment

26 Regions characterised by low levels of GDP and employment, where GDP per head is less than 75 % of the EU average. Among Hungary’s regions, only the Central Trans-Danubian Region (that of the capital city) does not fall in this category.

Students' rights, as stipulated in the Higher Education Act, include the use of equipment and facilities such as libraries, laboratories, computer devices, sports and recreation facilities and health counselling, in higher education institution and their dormitories.

Over the past years, the infrastructure of Hungarian higher education has been significantly modernised partly due to European Union resources, partly to large-scale PPP investments. The modernisation is now taking place in the framework of the New Hungary Development Plan.

6.2. Social services

6.2.1. Counselling

Counselling for students is stipulated in the Higher Education Act.

Among the services for students provided by higher education institutions, in addition to lifestyle counselling, psycho-social and mental hygienic counselling available for all students, each higher education institution shall appoint an **equal opportunities coordinator** for helping socially disadvantaged and disabled students and those in an otherwise disadvantaged situation with their studies and student life. Disabled and disadvantaged/multiply disadvantaged students participating in the *Katapult* Mentoring Programme can also turn to their mentors for support.

All students can approach the representatives of the Students Union (HÖK) of their higher education institution or faculty for advice concerning their studies and student life.

6.2.2. Housing conditions

Students have a right to apply for dormitory placement or to receive an accommodation grant. The allocation of dormitory places is partly based on the social situation of students – students with less advantageous backgrounds have priority – and partly on their academic performance.

The access of socially disadvantaged students to dormitory placement has increased, their automatic placement is guaranteed by law. In addition, a national programme of extending the number of dormitory and student hostel places has been launched with the approval of the Government and the use of private capital. The aim of this programme is to create nearly 10 000 new dormitory places in 18 state-owned higher education institutions and to renovate 16 600 existing dormitory places. The significant part of this activity has been completed by the end of 2008.

6.2.3. Healthcare

Students in Hungarian higher education have the right to pursue their studies in a safe and healthy environment, in accordance with their condition, personal capabilities and eventual disability, as well as to receive assistance in their adaptation to the community life of the institution, with the preservation of their physical condition and leading a healthy life free from addictions.

6.2.4. Transportation

Students possess a student card that gives them the right for transportation discounts. Full-time and part-time students are entitled to a 50% discount when travelling by a means of public transportation, on any route, for an unlimited number of travels. They are also entitled to a 90% discount on season tickets for public transportation between their place of residence and the place of their studies. Students participating in correspondence (distance) training programmes have access to a 50% discount on travels between their higher education institution and their place of living.

6.2.5. Student canteens

There is a restaurant and refreshment room operating in each higher education institution, and often in dormitories.

7. Retention measures

Concerning measures reducing the drop-out rates of students with a disadvantaged background, see those written about the *Katapult* Mentoring Programme. For students who were awarded extra points in the course of the admission procedure in the framework of preferential treatment, then got admitted to a higher education institution and participate in the *Katapult* Mentoring Programme, administration and follow-up is carried out by the Foundation for Students of the National Union of Students in Hungary (the foundation operating the Mentoring Programme).

8. Student participation in the governance and organisation of higher education: legislation, exercise of influence and student evaluation of courses and programmes

In accordance with the Higher Education Act, a Student Union is operated in each higher education institution in Hungary. The Student Union is part of the institution, it represents the interests of students and its activity encompasses all the issues involving them²⁷. Each student is a member of its institution's/faculty's Student Union.

Each higher education institution provides the financial conditions for the operation of its Student Union and for the execution of its tasks, and is entitled to control the lawful utilisation of the resources provided. Student Unions have the legal right to consent to the use of the financial resources provided for youth policy and student purposes within the institution, to the voting and modifying of the statutes and the regulations of student grants and benefits. They also have the right to consent in the issue of the due form of the evaluation of lecturer performance by the students and they participate in the evaluation of lecturer performance²⁸.

The Student Union proposes a delegate to the Financial Board of the institution, and one representative of the Student Union can participate in the meetings of the Financial Board. The Student Union can delegate minimum one-fourth, maximum one-third of the members to the Senate and minimum one-third of the members to the institution's Disciplinary Committee. One member of the Doctoral Council is elected by doctoral students.

Student Union representation shall also be ensured in the activity of bodies established by the Senate and proceeding in cases relating the students. The Student Union has to delegate minimum 50% of the members of the standing committee addressing the students' study, examination and social matters. In the national organizations of higher education, students are represented by the National Union of Students in Hungary which can form an opinion or can make a proposal in any higher education-related issue²⁹, or participate in the activity of the Hungarian Accreditation Committee. The support of the operation of the National Union of Students in Hungary is guaranteed by the national budget.

4) Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

In Hungary, in accordance with the relevant Government Decrees³⁰, higher education institutions shall be obliged to annually supply data about their students for the Statistical Department of the Ministry of Education and Culture. Data collection is carried out on the basis of the four-level (institution, faculty, site of training, branch of training-level) electronic administration of the institutions.

Collection of data concerning students also covers data relevant from the viewpoint of the social dimension of higher education, such as the number of students eligible for accommodation

²⁷ See the section on student rights related to Student Unions, in Question 3 /1.

²⁸ The due form of the evaluation of lecturer performance has to be regulated in the quality development programme of higher education institutions.

²⁹ See Part 1 of Hungary's National Report.

³⁰ Government Decree on the enforcement of Act No. CXXXIX on Statistics of 2005, as well as the Government Decree on National Statistical Data Collection Program.

grants, the number of state-funded students residing in a dormitory, the number of state-funded students residing in the site of the training, the number of disabled students, the number of disadvantaged students, the number of those on child care allowance, on child care benefit or those granted regular child protection benefit or allowance. Starting from the academic year of 2008/2009, in addition to the above-mentioned data, institutions will also have to provide the numbers of students actually pursuing part of their studies in a foreign higher education institution, of multiply disadvantaged students, of orphaned or motherless/fatherless students, of family supporters and students with large families.

Data collection does not cover all details relevant from this point of view such as the parents' highest level of education and the student's ethnic status. Data and information about the students' financial conditions can be collected by means of questionnaire surveys.

The National Conference of Student Union also collects data about the students, on the one hand by means of questionnaires, on the other hand by means of the data available from the applications for grants that are allocated with the cooperation of the institutional Student Unions.

Regarding those applying for admission to higher education, data are available on the basis of their applications for possible allowances and for extra points in the course of the admission procedure. Applicants are required to enclose the documents certifying that they are entitled to the allowance in question, on the grounds of their disability, child care allowance/benefit or disadvantaged/multiply disadvantaged situation. The data received are processed by the National Higher Education Information Center.

Since 2001, the National Higher Education Information Center has been keeping statistics of those applying for and those admitted to higher education in distribution by gender, age group, region, county and small region (in addition to distribution by the site of training and area).

The registration of the admitted students who obtained extra points in the framework of preferential treatment and participate in the *Katapult* Mentoring Programme is performed by the Foundation for Students of the National Conference of Student Unions.

One of the duties of the institutional equal opportunities coordinators operating at each faculty of each state-funded higher education institution are to keep registers the disabled students pursuing studies in the institution. Data are also available of the disabled students from their applications for disabled normative funding.

The national Student Loan Center regularly conducts surveys about the living conditions of the students (the last one in 2007).

Between 2008-2010, the Sociological Research Institute of the Hungarian Academy of Sciences conducts a research project entitled "The opportunities and possibilities of the social integration of disabled young adults in present-day Hungary" within which they touch upon the higher education participation and participation prospects of young persons with disabilities of the sensing organ or physical disabilities..

In connection with Roma students, Kurt Lewin Foundation was commissioned to carry our research and to present the activity of the Soros Foundation between 1993 and 2003 in Hungary, in the field of the promotion of Roma social integration including Soros Foundation's Roma Educational Programme. The results of the research are available (in Hungarian) on the website of the Soros Foundation.

The Hungarian Institute for Educational Research and Development surveys the sociological background of first-year students. Such surveys are also carried out in the institutions, by the Student Unions or insitutional career offices.

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5) How do you plan to tackle the challenges identified under Q1 in the near future (2008-2010)?

a) Which concrete goals do you want to achieve?

Hungary's main goal is to increase the opportunities of the disadvantaged and the multiply disadvantaged youth in higher education, furthermore to increase their labour market opportunities.

b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students?

c) Is there a specific budget for these measures for underrepresented groups? If yes, please provide details.

The further measures are planned to increase the presence of underrepresented groups in higher education (questions a), b) and c) are treated as one question):

1. Hungary intends to continue the *On the Road* Scholarship Programme and the *Arany János* Programme.

2. A sub-programme of the **Social Renewal Operational Programme of the New Hungary Development Plan 2007-2013** (ÚMFT-TÁMOP 3.3.2) ensures resources especially for equal opportunities- related programmes in the field of education. The public education component of these resources in the high-level priority development/convergence regions of the country amounts to approx. 1,5 billion HUF; in the central-Hungarian region to 213 million HUF.

The sub- programme is aimed at decreasing the segregation of multiply disadvantaged and Roma children between schools and within the school, by means of supporting interventions levelling student ratios, increasing the participation of multiply disadvantaged and Roma children in kindergarten education and early development supporting services, as well as their participation in quality vocational education and in secondary schools leading to secondary school leaving examination. Another goal of the sub-programme is the dissemination of methodologies promoting the integrated education of multiply disadvantaged pupils in public education institutions, as well as the realization of Integrated Pedagogical System (IPS)-based institution development in the country.

3. The action plans of further sub-programmes (ÚMFT-TÁMOP 3.1) include measures ensuring the equal opportunities of pupils with special educational needs.

4. The New Hungary Development Plan provides further resources for the realization of the integration programmes (ÚMFT-TÁMOP 5.2.5) of children and youth.

In the field of **child protection** (for children under 18, with their families), resources are destined to making certain support services available for disadvantaged children, youth and their families. The services concerned include integration and intervention programs strengthening the parents' role, settling family conflicts and strengthening family cohesion, as well as non-school-based integration and prevention programs increasing social integration. These programs compensate the disadvantages of the persons concerned, help children stay in school-based education or get back to it, they foster the acquisition of proper social patterns and the preparation for the world of labour.

.A programme for **youth** (between 12 – 29 years) promotes the social integration of children and youth with social, economic, geographical, physical/mental, or school difficulties or with difficulties due to cultural differences and health problems. Its objective is to contribute to their school progress, career choice and entrance the labour market, furthermore to develop their community and public life and strengthen their consciousness in career planning.

The full budget of these dispositions is 1,5 billion HUF (approx. 1 billion HUF for the high-level priority development/convergence regions and 138 million HUF in central Hungary).

5. The programmes of the New Hungary Development Plan 2007-2013 concerning higher education in particular are the following:

- **Development of services for students and institutional services in higher education** (see those written under "**Academic services: academic and careers guidance and tutoring**").

- **Support of the infrastructural and information technology developments necessary for the raise of the standard of higher education activities** (ÚMFT-TIOP 1.3.1), a programme that includes the development of buildings directly serving education, research, innovation and learning purposes, the creation and modernisation of laboratories, complex spaces for students-lecturers-researchers or the realization of ICT developments, with a total budget of 49,7 billion HUF.

- **Facilitation of the progress in higher education of multiply disadvantaged youth** (TÁMOP 3.3.4), a programme to be launched at the end of 2008, aiming to provide over 1000 multiply disadvantaged youth with skills and abilities necessary for the admission to higher education institutions of high prestige. The means for achieving this are support programs preparing pupils for advanced level secondary school leaving examination and for intermediate-level foreign language examination. The same programme supports the operation of student college-type programs for Roma youth pursuing studies in higher education, with the objective of reducing their drop-out rates, broadening their knowledge in their chosen field of studies and strengthening their identity in order to create a conscious Roma middle-class. The total budget of this programme is 768 million HUF for 2008.

- Programs promoting the creation of family-friendly working places which has an indirect effect on the social dimension of higher education, concerning students with children.

6. The continuation of the *Katapult* Mentoring Programme is also included in the planned higher education equal opportunities measures, with 30 million HUF available for its operation.

7. The removal of physical barriers in higher education institutions is carried on (with respect to its deadline of 2010).

d) Is there a timeline for action? If yes, please, provide details.

The programmes mentioned above have their own timelines.

The developments comprised in the New Hungary Development Plan are implemented as scheduled in the relevant development policy documents.

6) What arrangements are planned for monitoring progress towards more equitable access, participation and success?

See Section 4 on measurements and data collection. Hungary is also planning to join the Eurostudent Programme.

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Question 7

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s)

The measures taken to strengthen the social dimension of higher education form unity at governmental level. The common basis of the related actions is provided in the light of European values and Hungarian social policy considerations.

The measures already taken and to be taken are realized by means of several programmes. No special organization is responsible for all the tasks; the coordinator or manager of a given programme is responsible for its successful implementation and the realization of the goals supported by indicators specific for the programme.

The Government consults the interested parties before taking the measures and the related governmental actions strengthening the social dimension. Those concerned (students, persons with families etc.) take part in the decision making processes of the Ministry of Education and Culture in an organized way that is stipulated by law.