

ABSTRACTS

FAZEKAS, ÁGNES: The New Conditions of the European Union's Education Development

Keywords: *educational development, implementation, European Union, development policy*

This paper focuses on educational development opportunities financed from the resources of the European Union. It presents recent changes in the development practice of the Union that affect the field of education, and the knowledge background about implementation, to which now an emphasis is put in the starting period, in the course of planning and evaluating programmes. In the first part, the article gives an overview of such developmental experiences which necessitated the re-thinking of the Union's development policy, and then presents the new, or partly new regulatory tools connected to the strengthened control of

content and implementation. It includes inter alia the ex-ante conditions, country-specific recommendations, provisions depending on fulfillment of intermediate criteria, and the fact that now the EU can regroup financial resources during the implementation phase of member states' developments, to respond to new challenges. The second part of the article, based on results from Hungarian and international implementation research, addresses the implementation of interventions that affect the curriculum. It draws attention to connections that have to be understood for planning programmes and performing ex ante evaluations.

GYÖKÖS, ELEONÓRA - SZEMERSZKI, MARIANNA: The State of Educational Effectiveness Research Today

Keywords: *quality, effectiveness, educational effectiveness research, public education, measurement, evaluation*

Several understandings of quality and effectiveness in public education are possible, not only with regard to approach and language (use of definitions), but also considering measurement methods and foci of research. This article looks at these, as well as the past and present of educational effectiveness research,

together with potential future research areas, primarily from the viewpoint of international literature. It covers the most important methods and research results obtained so far, and also indicates shortcomings and methodological pitfalls, as well as possibilities for future research.

SCHNELLBACH-SIKÓ, DÓRA – KÓPATAKINÉ MÉSZÁROS, MÁRIA – MAYER, JÓZSEF – VARGA, ATTILA: *Participation-based Development of the Educational Programme of Extended Schools*

Keywords: *extended school, research, development, innovation, differentiation, creating chances*

The aim of the article is to present the evolution of pedagogical concepts related to extended schools through Hungarian and international examples, in the light of changes in Hungarian legislation. The development of educational programmes which support the professional work of extended schools is currently taking place in the Hungarian Institute for Educational Research and Development, as part of the Social Renewal Operational Programme (TÁMOP) 3.1.1. – C21st Public Education (Development – Coordination) – 2nd Part project. An important element of the developmental process is the

research which provides the base for this development and accompanies it. The first results of the research are shown in our article. We present a framework which is established on conclusions drawn from previous research. It shows the construction of the research-development-innovational process of educational programmes, the set of goals of the educational programmes to be developed, the system of research supporting the development and finally the role of those schools in the process that have undertaken the new task of becoming extended schools.

