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**ABSTRACTS**

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**GYÖRGYI, ZOLTÁN: Variations in Public Education Management**

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After the 1989 transition, in 2010, the newly formed government has executed fundamental changes in the public education system. This included the overtaking of schools formerly maintained by the local governments by the state. The new system brought along the appearance of new stakeholders, such as the Klebelsberg Centre for Public Education Institution Management and its school districts. The role of local governments decreased as a completely new maintaining and financing mechanism had been introduced. The new – in many aspects not well thought-out and relatively unformed – system is fundamentally different from European models and needs to be adjusted.

This study analyses these recent changes in the light of a planned statutory amendment (in the spring of 2016) and interprets the legal concept valid in the time of writing, while providing some European overview. It concludes that the amendments that are planned are still foreign from the European practice. The decentralisation of the maintenance of

institutions will expectedly take place, however the exact division of tasks between the national centre and the school districts (which are now significant actors, however unprecedented in Hungarian history and public administration) is still unclear. One cannot see (elaborated, reasonable and politically sustainable) normative mechanisms for the financing of schools neither on the school district level, nor on lower levels. Further decreasing the role of the local governments – which formerly could act as financial buffers – will make future financing either inflexible or it will conserve the current – righteously criticized – inequalities. It could also make school financing an area exposed to intransparent local deals while increasingly losing all local resources. Professional and public discussion is lacking behind these processes, thus consensus is also impossible to reach about the differentiation of the school system, along which consensus the educational management could genuinely interfere and the needs of different social groups would also find their place.