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## ABSTRACTS IN ENGLISH

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### EDUCATION POLICY BETWEEN 2014–2018: A DELIBERATION

TAMÁS KOZMA

#### FROM RESILIENT COMMUNITIES TOWARDS A RESILIENT SOCIETY?

Comprehensive secondary schools in Hungary were formed out bottom up during the political transition period, and became popular in small towns. A government decision (2015) organised former general and vocational education programmes into separate institutions creating critical situations in communities where one institution only could exist. Monitoring two years of the government decision, this paper presents an unexpected development. Institutions of general education under the Ministry of Education have been weakened, while institutions under the Ministry of Economics can and want to save their former general education profiles. Studying the literature of social resilience the author thinks that this unexpected development in local education might be the beginning of political resilience in the society.

**Keywords:** rural education, comprehensive school, local policy of education, social resilience

IVÁN BAJOMI – MIHÁLY CSÁKÓ

#### FORUMS AND PROTEST MOVEMENTS IN PUBLIC EDUCATION

The right-wing government elected with a large majority in 2010 carried out deep changes in Hungarian public education. Many of changes were made quickly and without appropriate preparation and consensus. Some consultative bodies in the field of primary and secondary education which were set up after the systemic change found themselves dissolved. In the second part of the paper we present the various new teachers' and students' movements which express the discontent of those employed in the public education. More than demonstrations, some networks (based on the internet) put together complete counter-programme for educational policy. The particularly intensive protest movements of 2016 prompted the government to create a new forum, but the representatives of the unions and the new movements do not participate in its work because of the composition and mode of operation of this body.

**Keywords:** unprepared reforms, lack of negotiations, eradication and reorganization of forums, protests, alternative policies

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**PÉTER TIBOR NAGY**  
**EDUCATIONAL INEQUALITIES AND THE 0–18 YEAR OLD**  
**POPULATION (2011–2016)**

The Central Statistical Office organised a national census in 2011 and a microcensus in 2016. Contrary to the earlier censuses, which are available only in published forms, the researchers can use these databases in the office. The author matched the data of the socio-demographic data of the head of the family to the lines of every person under 18. Using this source, the paper shows that the inequalities clearly grown in the period of 2011–2016 in accessing to nursery school and school ladders. The data coming from the census and microcensus help avoid the obstacles of school researches, and we can describe the social inequalities of educational system.

**Keywords:** level of education, growing inequalities, nursery school

**PÉTER LUKÁCS**  
**NOTES ON TWO REFORMS: ONE ALREADY IN EFFECT, THE OTHER**  
**ONE STILL IN THE PLANNING STAGE**

The study analyses some issues concerning two changes to the structure of the school system in Hungary, one already in effect and the other one still in the stage of planning. The reform of the system of kindergartens started in 2015. Since then every three years old child must go to a kindergarten until they start school unless exempted for some special reason. The study discusses the implications of this change in the context of educational policy in the past eight years and its results so far. The other change, still in the stage of planning, concerns the eight year elementary school. The government announced that it intended to increase the number of years to nine. The author raises some concerns about this change from the aspect of educational and social policy, especially as regards selection.

**Keywords:** the structure of the school system, kindergarten reform, elementary school reform, educational policy, selection policy

**ANIKÓ FEHÉRVÁRI – TAMÁS HÍVES**  
**STUDENTS' PREFERENCES AND THE INTENTIONS OF EDUCATION**  
**POLICY**

The study presents the Hungarian trends of secondary which education is based on the time series of the institutional database of the secondary admission information system. The regular database includes all applications by training type, distinguishing the first place indicated on the application form. The paper outlines the trends of database from 2000, focusing on the last four years. It elaborates on the changes of students' preferences, the changes of training by training type, maintainer and geographical differences. In spite of the educational policy, it can be stated that students' preferences tend to be directed towards general education, but there are significant territorial differ-

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ences. The advance of church education can be perceived, especially in grammar school education.

**Keywords:** student's paths, church education, private education, secondary education, vocational training

**KATALIN FORRAY R.  
THE EMERGENCE OF ROMANI MIDDLE CLASS**

Romani population is considered traditionally as one of the most disadvantaged group in the society that needs a great amount of economic, social and cultural support. The author takes the opposite approach describing an emerging middle class in the Romani population in Hungary. It is a long lasting process that begun centuries ago according to the literature, though could not be monitored, since those who entered to the middle class left their Romani identities. A new phenomenon can be detected in this process during the recent years: the new Romani middle class members keep their original Romani names and identities. The schooling levels of the new Romani age groups are raising dramatically. Education research which traditionally dealt with the elementary schooling of this ethnic group is mainly concentrating to secondary and higher education today. A new actor entered in the supportive forces of Romani development, they are the traditional (Christian) churches. The author presents some life careers of Romani university students and their families to illustrate the cooperation of the major social institutions (school, university, church, civic organisation) in the emergence of a Romani middle class.

**Keywords:** youth, young people, socialization, national identity, prejudicial attitudes, settlements

**ILDIKÓ HRUBOS  
THE INTERNATIONAL ENVIRONMENT OF HIGHER EDUCATION**

In the studied period primarily the European Higher Education Area constituted the defining international environment of Hungarian higher education. The analysis is conducted on three levels. The first is the governmental level, which can be followed based on the documents of the Bologna Process. The second is the institutional level, based on studies and analyses performed in the framework of the European University Association. Finally, the substantive level comprises the research projects that are presented at the scientific events of the European Sociological Association. The paper deals with two specific subjects in detail: the issue of institutional autonomy and the higher education tasks arising from mass migration to Europe.

**Keywords:** European Higher Education Area, renewed vision, sustainability, institutional autonomy, migration

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**ISTVÁN POLÓNYI**  
**FINANCE TEETER IN EDUCATION**

First, the study looks at changes in public education: the transformation of the maintainer structure of the institutions; the change in the number of pupils in the type of school; the staffing implications of the changes. The study analyzes the evolution of public expenditure on public education in international comparison as well as the problems of the introduction of the pedagogic wage system.

This is followed by an overview of changes in higher education: the analysis of the financial conditions of higher education on the basis of budget laws; the presentation of the structural transformation of State aid; a brief description of the transformation of the financing method; an international comparison based on financial conditions and rankings. Finally, this part of the writing ends with the international comparison of the academic performance and earnings of higher education teachers.

**Keywords:** maintainer structure, State aid, financing method, teacher salary