

### **Balázs Török: Electronic Administration in Schools (Part 3)** **– Policy of Implementation and Dissemination Models**

This research presents three possible models of introducing and disseminating electronic school administration systems, which are 1. the purely market model, 2. the centralized model and 3. the quasi-market model. In Hungary the quasi-market model was used between 2005 and 2010. This paper shows the advantages and contra productive effects of this dissemination model that had been used. These latter include that certain operators could get competitive advantage during the tendering. Accreditation processes did not take place annually, thus real competition had ceased, and one service provider got into a dominant position. Contracts had been signed by the maintaining bodies of the schools – local governments – which meant that besides professional priorities, other interests could have been taken into consideration as well. No public forum was developed for the administration services, although it could have strengthened the competition. While introducing the accredited electronic school administration systems, no specific target values were laid down and capacity utilization could not be monitored. Thus pricings used by companies and actual costs were not transparent enough for the state that paid for it all. The financing state did not control the processes according to the standards of the services and the volume of usage. Schools did not develop an owner's attitude towards the product that was bought positively from the information technological financial framework by the maintaining bodies. So in many schools, they simply did not use the service, although it had been paid. The framework that could be spent on the accreditation systems was changed from year to year, which caused an insecure financial environment for the service providers. This made it difficult for them to carry out their tasks and to plan long-term developments. Data shows that in order to successfully introduce electronic school administration systems, there is a need to use a more effective dissemination model than the quasi-market one that was tested between 2005 and 2010.

### **Tibor Bors Dr. Borbély-Pecze – Katalin Gyöngyösi** **– Ágnes Juhász:** **Lifelong Guidance in Public Education (Part 2)**

As the second part of a longer study, this article formulates suggestions for creating a policy, a system and a practice of lifelong guidance embedded in Hungarian public education. With the national context in mind, an outline is given of a possible framework and the basic conditions of progress in that direction, as regards human resources, auxiliary

tools and regulatory principles. Three possible models of teacher involvement in lifelong guidance are presented, each implying a different degree of intensity and a different scope of teachers' tasks in their cooperation with other professionals.

## **Rita Dr. Mikulán:** The Role and Importance of Physical Education in Health Development

In the past decade, in response to changing social demands, the pedagogical effects attributed to physical education and sports in schools have become significantly more complex and therefore, more appreciated. In parallel with this, the significance of their effects on the physical development and health of students have also become widely recognised. Surveys on how students spend their free time show that PE and sports in schools are the only opportunities for regular and proper intensity physical activity for most of them. Research studies revealed the positive effects of PE on students' health and their academic achievement. Positive experiences in PE strengthen commitment to an active lifestyle, not to mention the favourable effects on the development of personality.

## **Edina Kovács:** Educational Rankings: Existing and Missing Dimensions

This article provides an overview on indicators that are capable of measuring effectiveness of educational institutions. In the first part it takes a look at the indicators of primary and secondary public education, and then in the second part it focuses on higher education's indicators. One of the lessons of the research on the Hungarian and international practice of creating rankings is that the use of performance indicators can have negative effects: it pushes educational institutions to concentrate only on tasks that improve their position in the rankings. Many rankings have a deficiency – they are incapable of showing the diversity of these institutions in its fullness. These problems draw our attention to the point that it would be practical to bring into line effectiveness indicators with results of these institutions that are useful in the wider society.