

Dr. Kaposi, József: Changes in Curriculum Content Regulation in Hungary (2011-2013)

The National Core Curriculum of 2012 defines common educational contents, which has a value in terms of socialization and social integration. It lists nine key competences, in accordance with the recommendations of the EU. Moreover, it sets as its goals ethical, patriotic, economic and monetary, democratic, physical and mental health, family life and media awareness education, development of self-knowledge and social culture, responsibility for others, environmental awareness, career guidance and the teaching of learning methods. The new NCC sets directives concerning the education of ethnic minorities, students with special needs and bilingual teaching. Curriculum frameworks give practical guidance for the implementation, and provide the systematic functioning and contentwise unity of national public education, between the level of the local curricula and the NCC. It puts more emphasis on practical knowledge, scientific knowledge and life-management competences. In order to ensure professional autonomy of schools, curriculum frameworks provide 10% of class time per subject that can be freely used for whatever content the school decides upon. They lay down previous knowledge necessary to be able to learn the given subject, recommendations on the amount of necessary class-time, a network of key definitions, potential points of connection between disciplines and justifiable requirements.

Pálvölgyi, Krisztián: Complex Interpretational Framework of the Implementation of the Bologna Process

The Bologna process is an intergovernmental initiative which set the objective of creating a European Higher Education Area in 1999. With Hungary joining the Bologna countries, fundamental and very complex changes took place in the functioning of the higher education system, and the monitoring of these is an important task of higher education research.

As a part of the author's ongoing post-graduate research, a new model has been established based on the most relevant literature on the Bologna process, educational results and implementation research. The approach is not a model describing cause-effect relations, based on empirical research, but rather an intellectual design created in a theoretical way. Its aim is to help to analyze the implementation of the Bologna process in a multi-level, complex way, and to orientate empirical research done in this field, particularly the author's doctoral research which has its focus on the institutional level.

The model describes the intergovernmental, open policy platform where the framework of objectives of the Bologna process changes dynamically in the education policy communication area. The European level connects with national level processes through its specific implementation mechanisms, defined by its unique management structure. The national level Bologna implementation processes are built on conditions of system created by former implementation processes, therefore the model shows the main dimensions with the relations and relative weights of which national systems can be described. The model grasps the most important agents and the most relevant characteristics of the institutional level of the Bologna implementation process.

Szabó, Zoltán András – Dr. Fehérvári, Anikó: **Changes in Maintaining and Financing Public Education** **in the Light of Legislation (2010–2013)**

From 2010, a significant transformation process has begun in Hungarian education policy, whose two central elements are maintaining and financing schools. This paper shows financial problems preceding the transformation, and analyses the legislative background of decisions that were made to address them. The first part takes a look at the problems concerning school financing – it places Hungary’s public education spending in an international context, and explains the changes that took place in the 2000s in normative financing. The second part examines the background of public administration and education policy reforms related to the transfer of schools to the state, and also the characteristics of the accompanying legislative procedures. The paper then presents the changes in the financial circumstances of the microregional associations, the details of creating new administrative districts, and finally the main features of the complementary system of school districts.

