

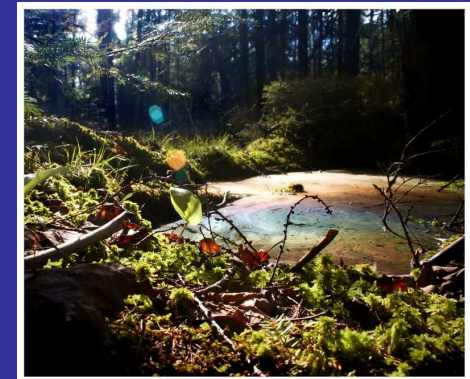
# Higher Education Reform in Hungary

International Conference “White Paper and Beyond: Tertiary Education Reform in the  
Czech Republic”  
Prague, October 16-17, 2009

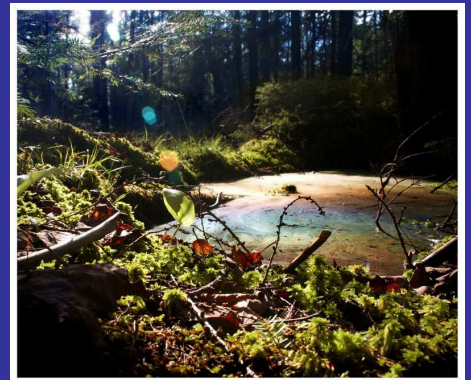
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# Higher Education reform in Hungary

- A slow incremental reform process with drawbacks and leaps forward
- Major reform areas
  - Legal frameworks and strategy
  - Governance
  - Funding
  - Academic personnel
  - Quality
  - Structural and institutional reform
  - Curriculum and teaching/learning



**Thank you for your  
attention!**



# Legal frameworks and strategy

- o Law on Higher education (1993)
- o World Bank program (1996-2000 - interrupted)
- o Radical explicit reform *vision* > great public debate > great compromises (2003-2004)
- o New (Bologna) law on higher education
  - o Constitutional court on governing board
  - o Referendum on student fees (2006)
- o HE in EU funded National Development Program (2004-2006; 2007-2013)



A  
Magyar Universitas Program  
és  
az új felsőoktatási törvény  
konceptiója

# Governance

- The state as *direct maintainer* and *system regulator*
  - The involvement of „intermediary bodies”
  - The continuous enrichment of regulation instruments beyond legal and administrative measures
    - standard setting, evaluation
    - funding and development incentives, contractualisation
    - information systems development and management
- Institutional level governance
  - Many new elements beyond traditional decision-making bodies and mechanisms (e.g. economic council with external members, stronger rectors, new central offices, quality management, information systems management, matrix structures etc.)
  - A new status for public budget institutions

# Funding

- Relatively high private and household contribution
- An example of the „dual track” system  
(allows „playing” with numbers: e.g. MA students 35%, doctoral 10%)
- Attempts to introduce a *general* fee-paying system failed
- A self-sustaining student loan system since 2001  
(a success story)
- Normative, formula-based, multi channel system with many compromises
- Funding on the basis of three year funding agreements (since 2008 according the HE law 2005)

# Academic personnel

- Public employee status in state institutions
  - centrally regulated *minimum* salary
  - in principle individual salary bargaining is possible
- Gradual introduction of performance related elements
  - related mainly with research  
(teaching quality being seen less important than research performance)
  - restrictions on employment without a doctoral degree
  - firing the low achiever is not easy but possible

# Quality

- Program and institutional accreditation (since 1993)
- Institutional quality management system prescribed by law (since 2005)
  - The creation of institutional quality management systems enhanced by national development programs (2004-)
  - National HE quality award (2005-)  
(based on EFQM – focussing not necessarily on teaching/learning quality)
- Graduate labour market tracking system



# Structural and institutional reforms

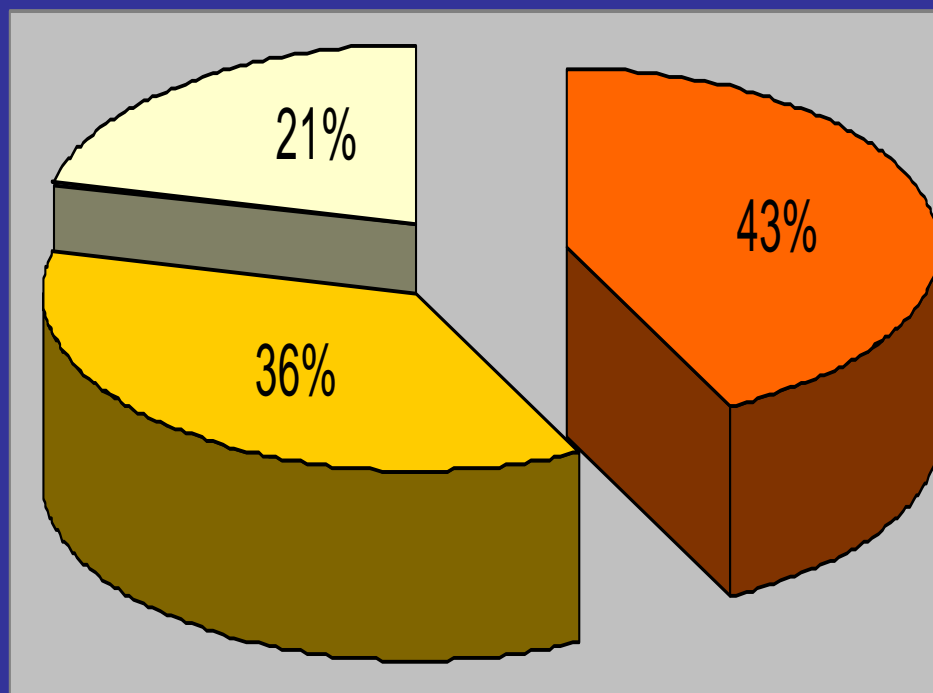
- Dramatic expansion: a common regional feature
- Integration  
(creating multidisciplinary institutions through institutional mergers - 1999)
- Introduction of short cycle (two-year long) higher education vocational programs (1999)
- Three-level „Bologna structure” introduced in 2005 (3+2+3) but with some exemptions
- Unified system although not entirely:  
(a common space of competition: universities and colleges may offer all kinds of programs if conditions are given)

# Curriculum and standards

- Introduction of a *credit system*
  - institutional level initiatives (late eighties)
  - government decree in 1998
- Definition of *learning outcomes*
  - Each specialisation has national standards (the basis for the accreditation of basic and master level programs)
  - Learning outcomes are defined in terms of *knowledge, skills and attitudes*
- No significant national initiatives for improving the *quality of learning* yet

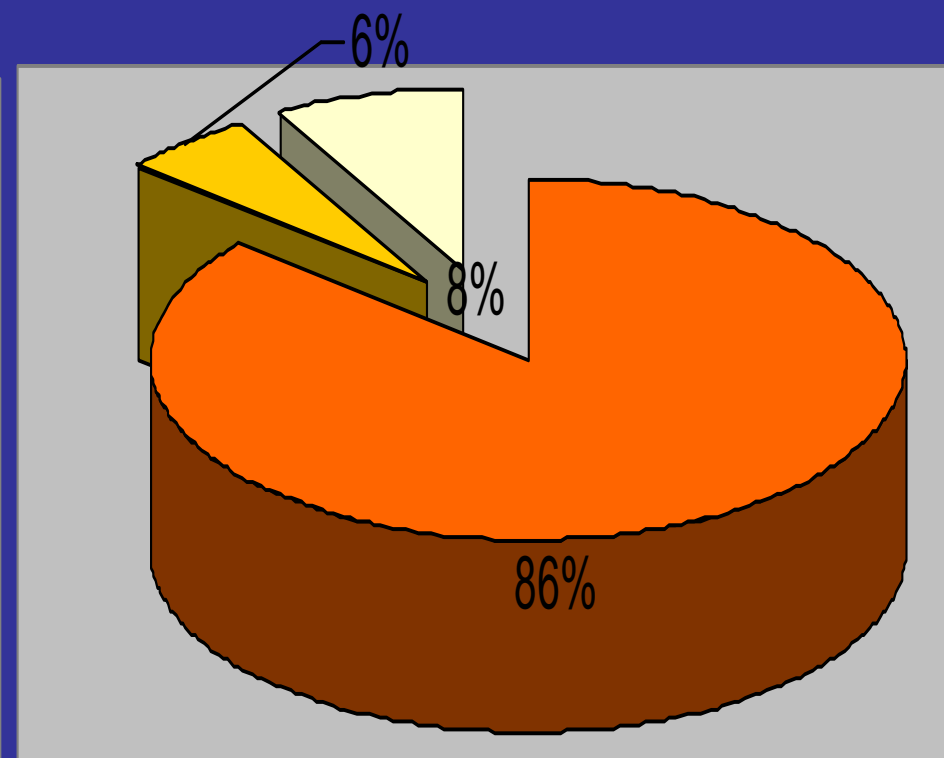
# State and non-state HE (2008/2009)

## institutions



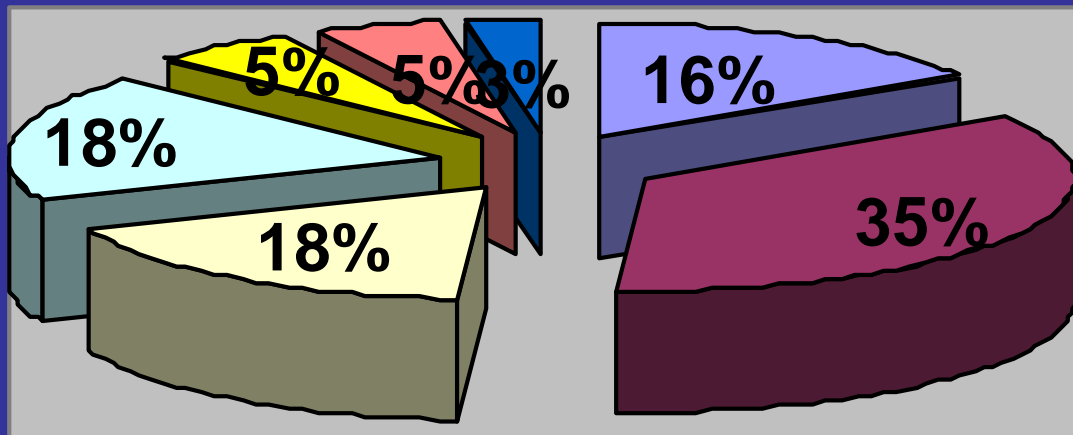
State Church Other

## enrolment



State Church Other

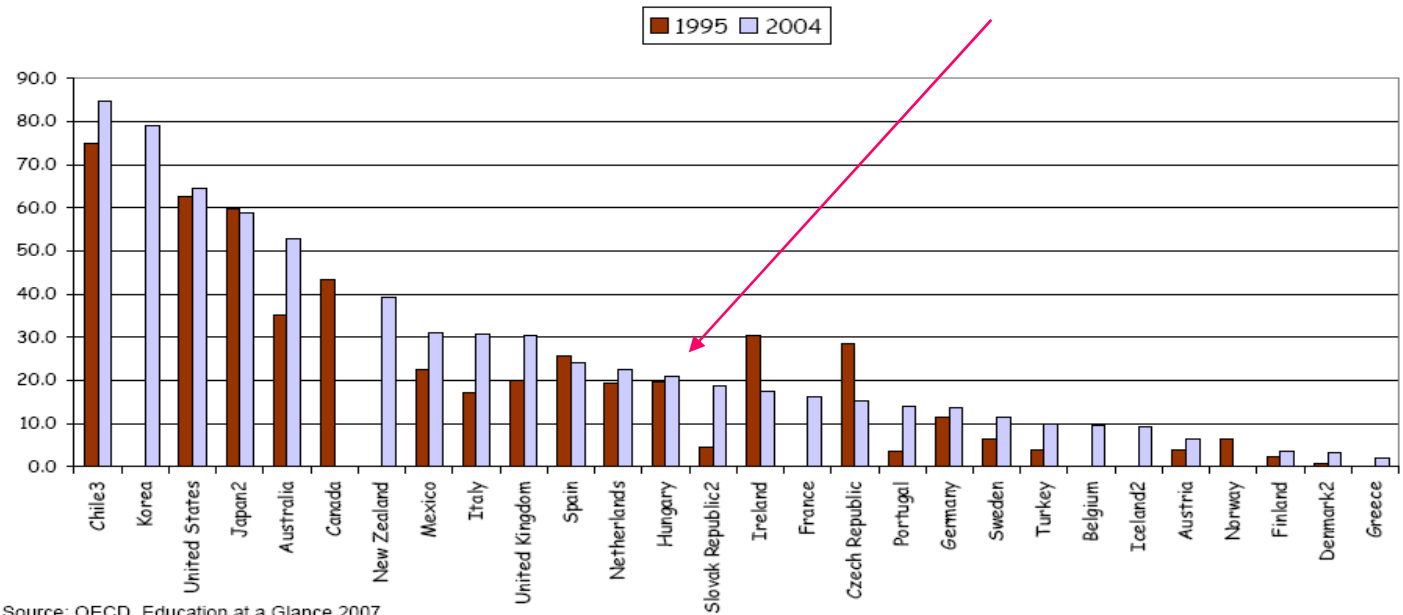
# Sources of incomes of HEIs (state universities, 2008)



- Basic support
- Normative support for teaching
- Research support
- Payment by students
- Public education support
- "Special tasks"
- PPP

Proportion of all *private* expenditure on tertiary education

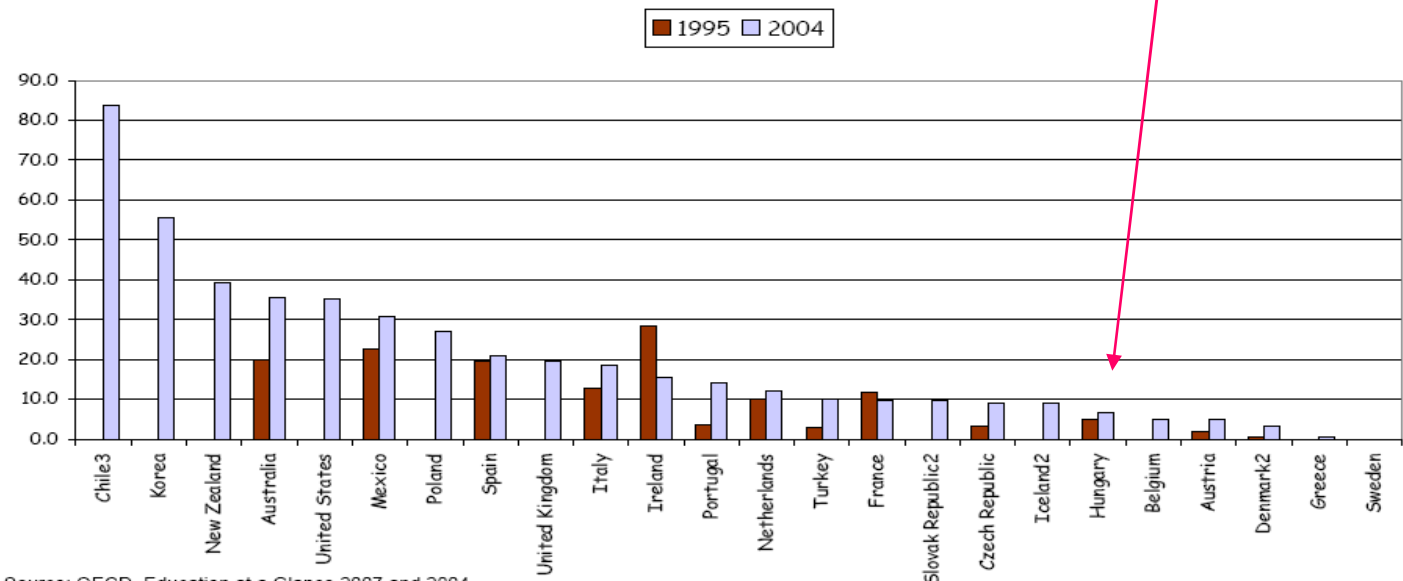
Figure 4.5 Relative proportion of private expenditure on tertiary education institutions, 1995 and 2004



Source: OECD, Education at a Glance 2007.

Figure 4.6 Relative proportion of private household expenditure on tertiary education institutions, 1995 and 2004

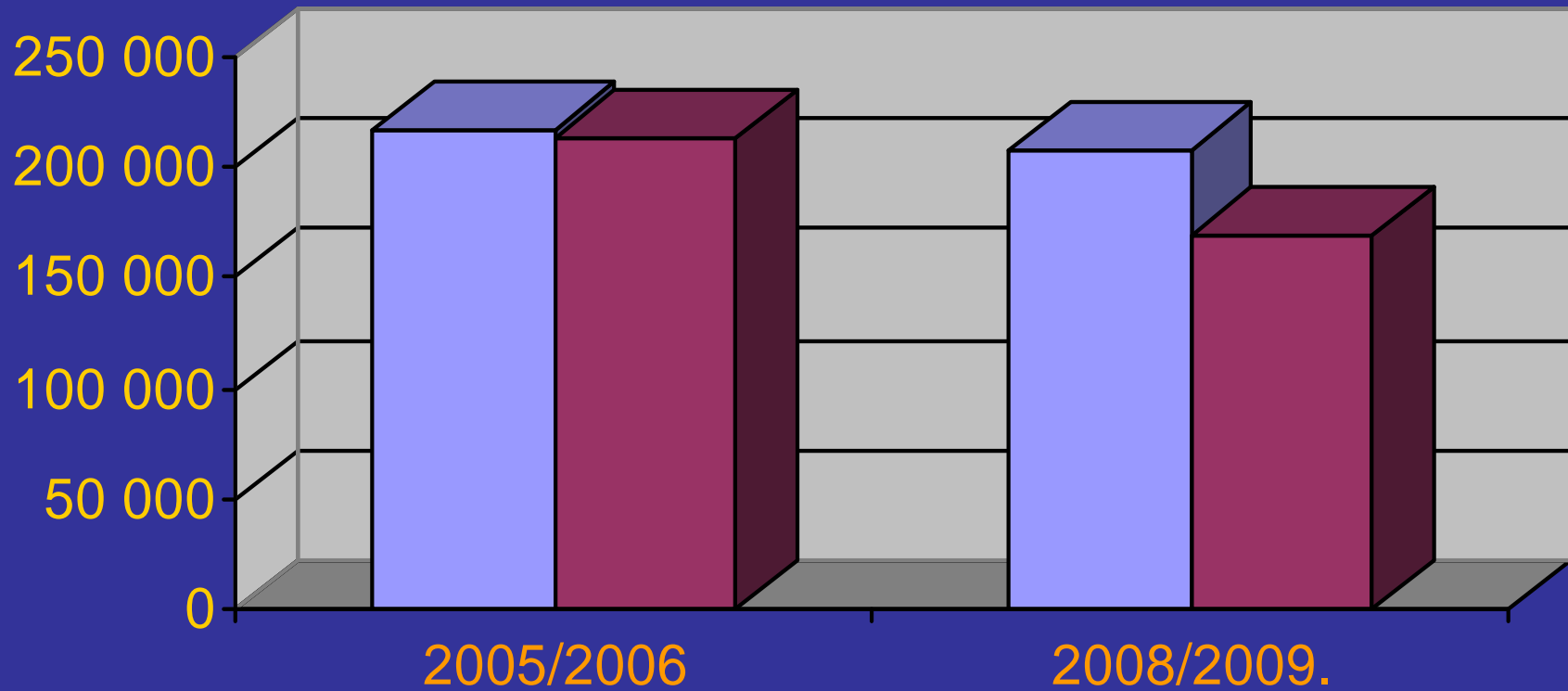
(includes payments to educational institutions and on goods and services purchased outside educational institutions)



Source: OECD, Education at a Glance 2007 and 2004.

Proportion of *household* expenditure on tertiary education

# Number of students on paying and non-paying places (2005-2008)



■ State supported places ■ Paying places

*Source: State audit office*

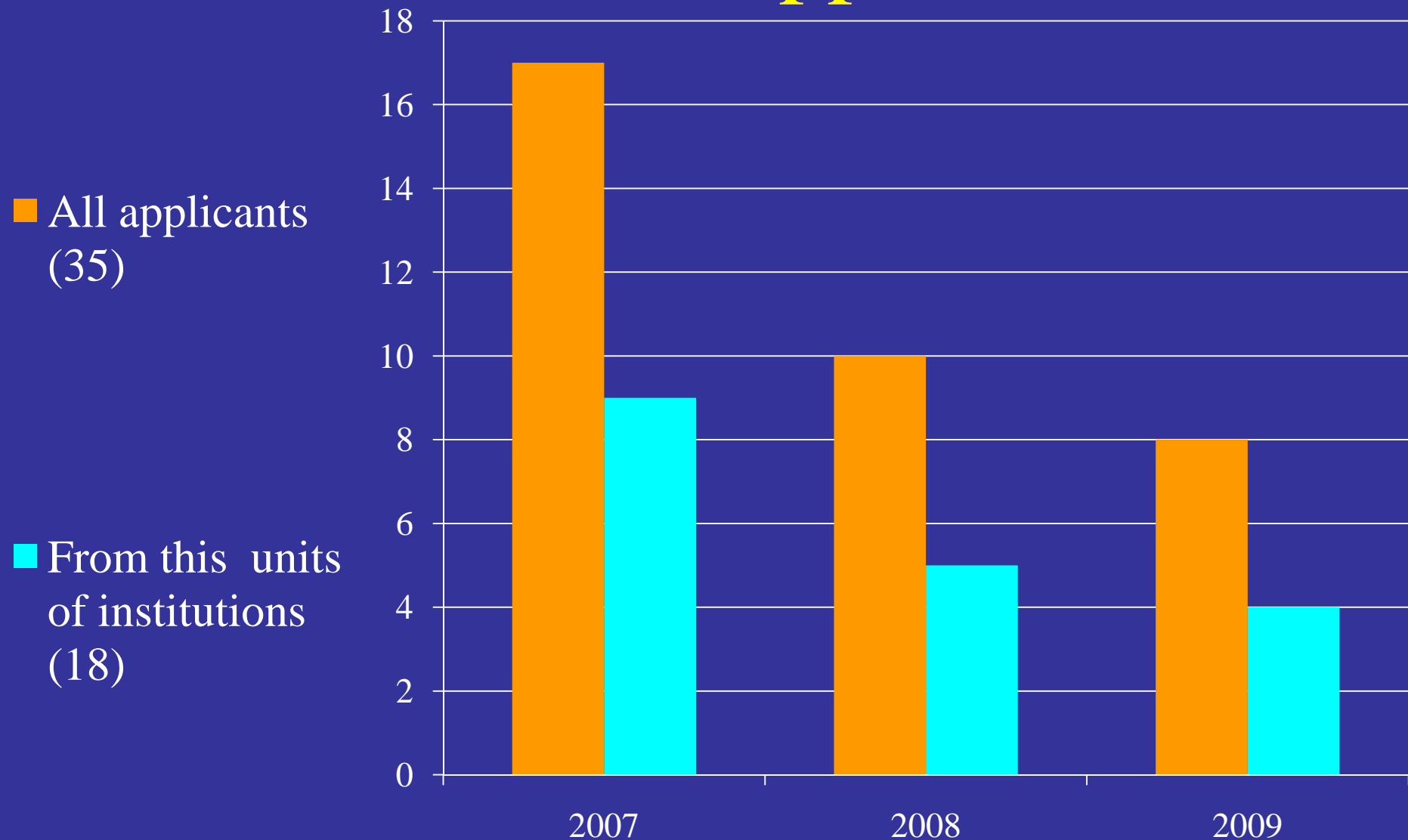
Estimated expenses of paying and non-paying students

		<i>State-funded Students low- year=10 months</i>	<i>Non State-Funded Students year=12 months</i>
<i>Instructional Expenses<sup>2</sup></i>	Tuition	0 <sup>3</sup>	180,000-800,000 HUF [US\$1,406-6,250]
	One-time Fees	0	0
	Other Fees	0	0
	Books & Other Educational Expenses	30,000-70,000 HUF [US\$234-546]	30,000-70,000 [US\$234-546]
	Subtotal Costs of Instruction	30,000-70,000 HUF [US\$234-546]	210,000-870,000 HUF [US\$1,640-6,797]
<i>Student Living Expenses</i>	Lodging	0 <sup>4</sup>	350,000-450,000 HUF [US\$2,734-3,515]
	Food	150,000-300,000 HUF [US\$1,171-2,343]	300,000 HUF [US\$2,343]
	Transportation	69,000 HUF [US\$539]	69,000 HUF [US\$539]
	Other Personal Expenses	150,000-200,000 HUF [US\$1,171-1,562]	150,000-200,000 HUF [US\$1,171-1,562]
	Subtotal Cost of student living	369,000-569,000 HUF [US\$2,882-4,445]	869,000-1,019,000 HUF [US\$6,789]
<i>Total</i>		399,000-639,000 HUF [US\$3,117-4,992]	1,079,000-1,880,000 [US\$8,429-14,757]

Source: *Higher Education Finance and Cost-Sharing in Hungary*

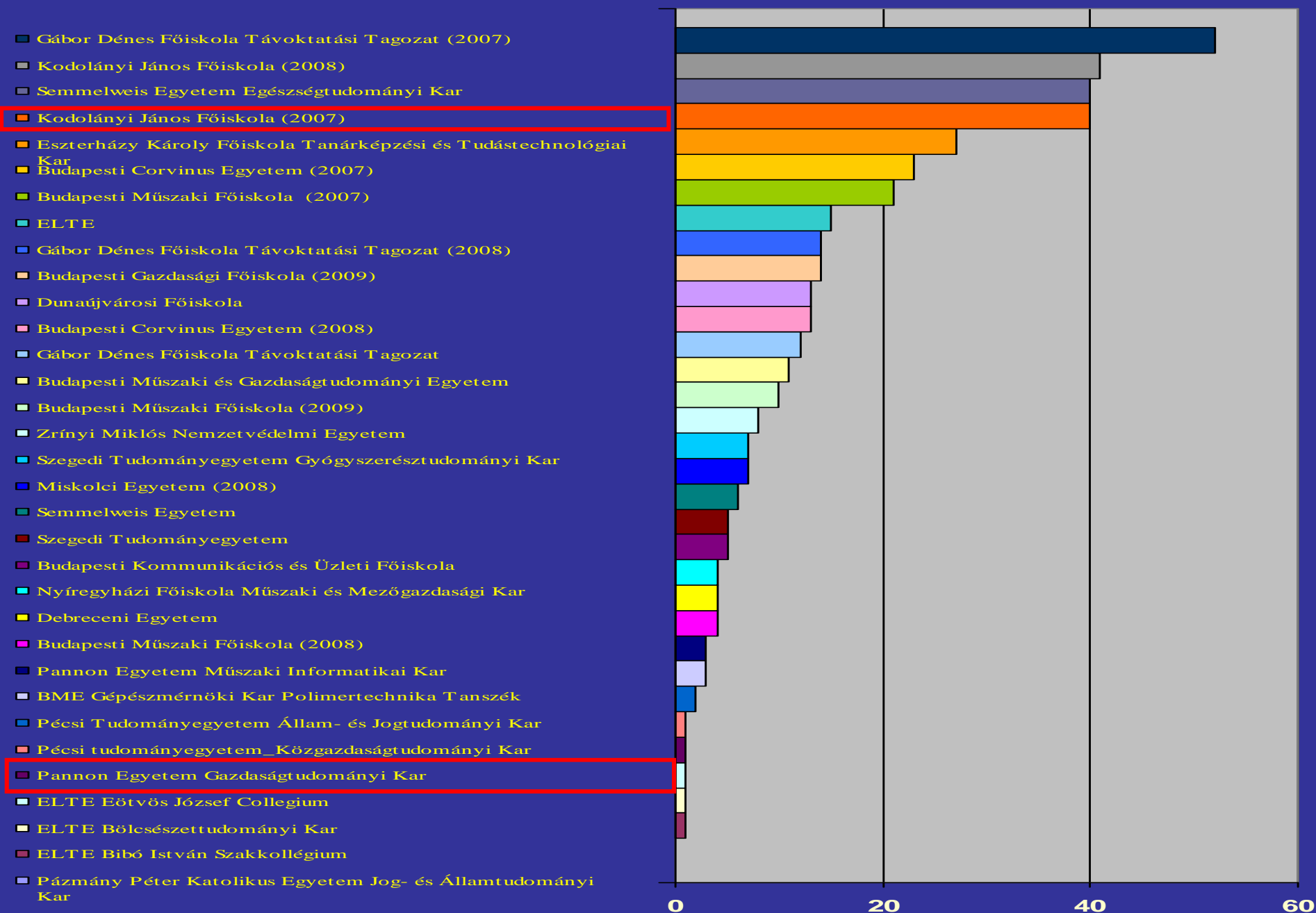
# HEQ award

## Number of applicants

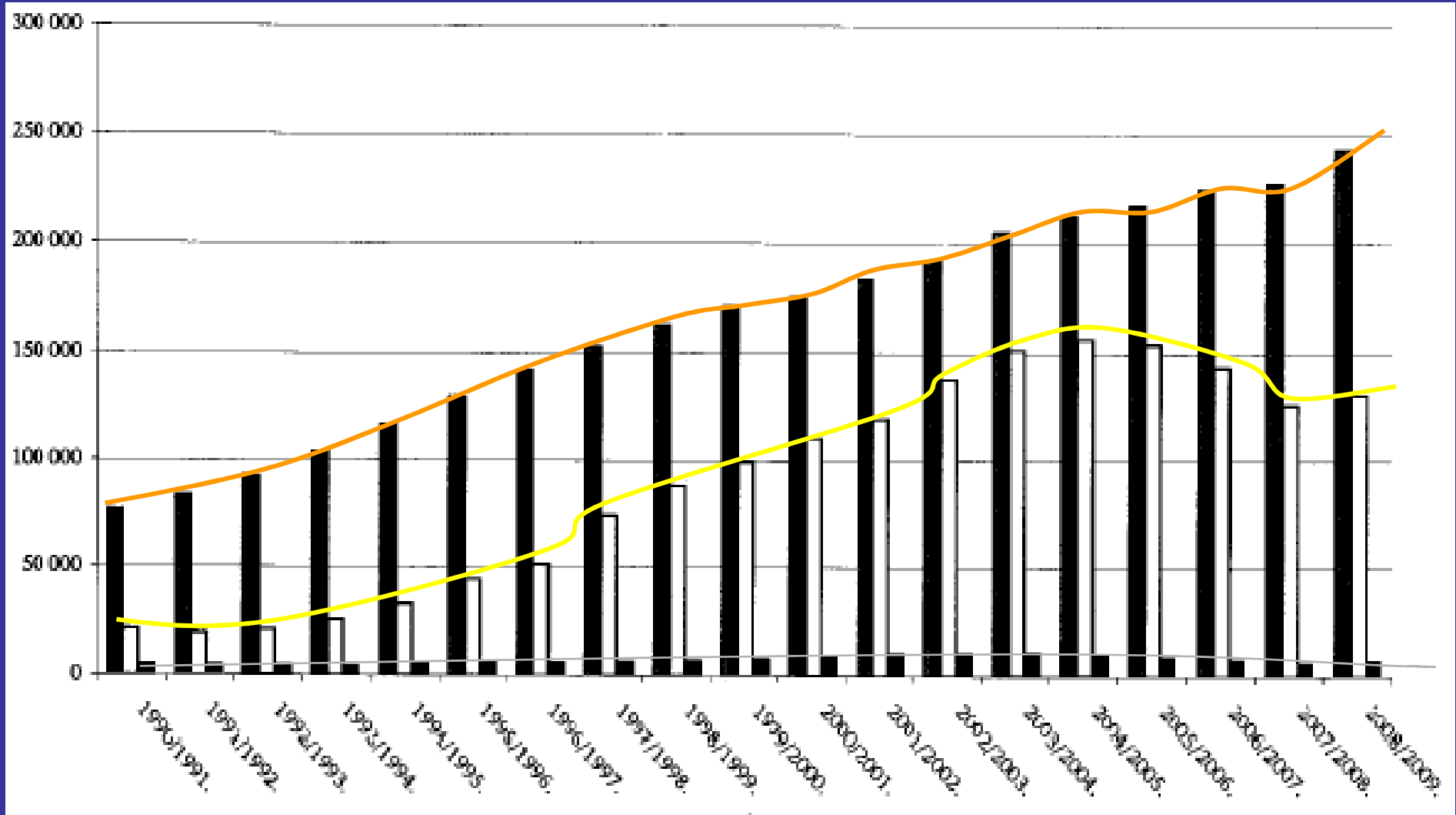




# The number of the occurrence of the world „*learning*” in the applications



# Expansion (1990-2008)



Full time

Part-time

Evening

Source: State audit office

## Basic data (2008/2009)

<b>Number of institutions</b>	<b>70</b>
State	30 (43%)
Other (Ecclesiastical, private)	40 (57%)
<b>Number of students</b>	<b>381 033</b>
Full time	242 928 (64%)
financed by government	211 781 (56%)
<b>Number of teachers</b>	<b>22 475</b>
Full time	16 161 (72%)
Other (not full time)	6 314 (28%)

*Statistical Yearbook of Education. 2008/2009*

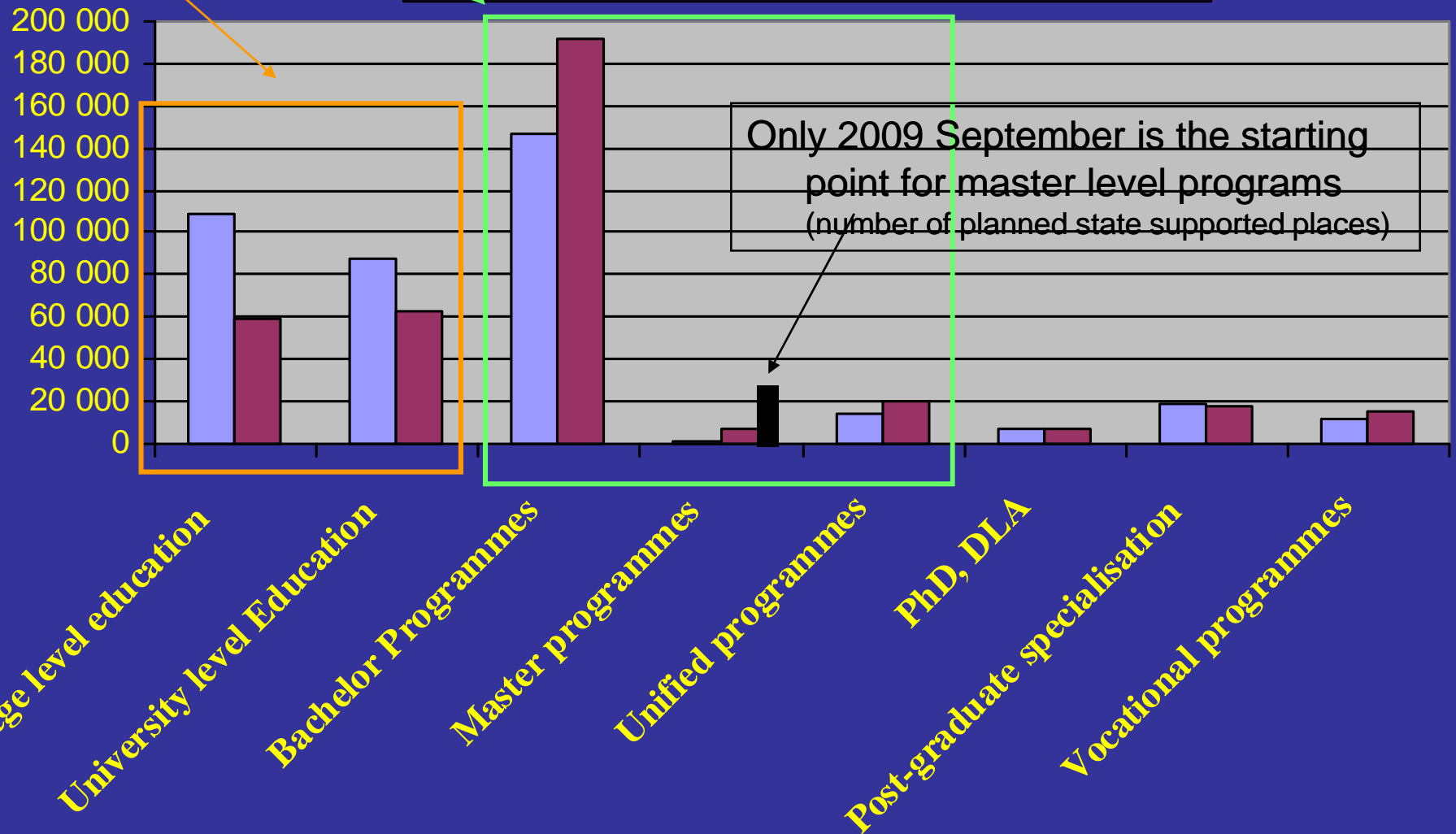
# Number of students in various programs

Pre-Bologna

Post-Bologna

2007/2008

2008/2009



# The knowledge about learning outcomes (LeO survey, 2009)

## **The definition presented:**

*„Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, or attitudes.”*

## **The question asked:**

- 1. Have you been familiar with this definition when you designed your teaching program?*
- 2. Do you agree with this definition?*
- 3. Did you apply this definition when designing your teaching program?*

## **The results**

Knowledge and attitudes on the standard definition of learning outcomes among academics responsible for program design (%; N=214)

