

The curriculum pendulum swings in Hungary

Zsuzsanna Horváth, József Kaposi, & Attila Varga
(Hungarian Institute for Educational Research and Development)

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Abstract

In this chapter an analysis is presented of how the current Hungarian curricula system has evolved. International curriculum trends and the sharing of responsibility among educational levels are analysed as a background for developments in Hungary. Besides giving an overview of the history of curriculum development in Hungary, the chapter also presents the relationship between subjects and cross-curricula in Hungarian curriculum regulation. Special focus is on the space between the central and the local levels and their regulative roles, and on the evolution of the two-level and the three-level content regulation. The framework curriculum is discussed as an intermediary genre, which could be a tool for implementation at the national and local level.

Current system of curricula in Hungarian school education

1 Introduction

The idea of the National Core Curriculum (NCC) - a new framework-like regulation of Hungarian public education - evolved in 1989, at the beginning of Hungary's political transition to democracy. After intense debate and about half a dozen of draft documents, a two-level curriculum regulation was introduced in 1995 (NCC 1995), on the basis of the first NCC and along with local curricula. After a three-year preparation period, the new system began to take effect in 1998. In 2000, with the introduction of the framework curricula based on the NCC, the two-level content regulation was substituted with a three-level one (MoE 2000). In 2003, the second NCC was published. The major change was that the detailed content-related requirements – the normative curriculum content – were omitted (NCC 2003). In 2007, the third NCC was produced, which augmented the previous NCC with the key competences recommended by the European Union (NCC 2007). The new government, which came to power in 2010, defined the goal of education policy: to reconsider the complete system of content regulation, including the NCC and the system of framework curricula which implements the NCC, and the content-related issues of the pedagogical programmes and local curricula of schools. In the meantime, it emphasized the continuity of the three-level model of content control. Key changes introduced by the new NCC of 2012 are that the mission of the document was re-defined and that, with the introduction of general knowledge content, concrete curriculum contents were re-introduced, while the two-pole (central and local) and three-level content regulation were continued. The present article makes an attempt to give an overview of the recent events and the current development of the process. (NCC, 2012)

2 The history of curriculum development in Hungary

From international trends of content-related development and regulation of public education of the last two decades, it is worth to highlight those that are most relevant in terms of understanding the processes in Hungary. Concerning the modernization of content and the regulation thereof, local central education management experts, educational scientists and curriculum experts who were up to date with the international trends of curriculum research exerted the strongest influence. Their experience affected the system in Hungary. After the democratic transition and as a result of the intense debate about future trends of education, it was the challenge to find the right balance between curricula and examination, i.e. input and output regulation. A two-pole and three-level content regulation consisting of a central core curriculum, framework curricula, and space for local curricular developments, was introduced. The possibility of local curricula was supported by five pieces of legislation, including the current one.

2.1 The pendulum swings: the 1990s

The intense atmosphere of the 1990s was characterized by the fact the research on pedagogy in Hungary was determined by a declarative, programme making element and an intention to implement this, and also to introduce a new system of values, to create schools structured in a better way, to introduce new teaching methods and, in general, to reform the system of education as a whole. Therefore, it is not surprising that the changes introduced by the NCC of 1995 induced much tension and debate. As the results of the research on the implementation of the first NCC by schools show, it is clear that schools have taken most steps of modernization in the years after the democratic transition. The institutions of education, which enjoyed a considerable freedom while cooperating with local governments maintaining schools, introduced numerous changes. This role of introducing content-related innovations

was new to them. Schools had to respond to the new situation very fast, as the demands of school users had changed drastically due to the new demands of the labour market, the growing rate of youth unemployment, the opening up of the borders, the European perspective, the fast change of techniques of communication, etc. At the same time, at the low point of the demographic wave, the parents' ability to enforce their interests strengthened considerably. As a consequence, the institutions of education, threatened by the dismissal of teachers and by school closures, found themselves among unusual market conditions and had to adapt their educational offer to the demand. The education system – a system that is normally slow to react – became rapidly plural and its structure and programmes became increasingly complex, almost impossible to understand.

The general status of Hungarian public education in the early 1990s is described with two concepts of crisis, adaptation (see Halász & Lannert, 1998) and stabilization. Another main factor of stabilization was the institutionalization of the new system of content regulation, that is, *the regulation based on the National Core Curriculum (NCC)* – could be identified as one of the main stabilizing factors. In other words: the increasing rate of legal and financing solutions following the NCC and thinking in harmony with the NCC became the norm.

In the 1990s, many countries (e.g. England, Spain, Portugal, Finland) switched to two-level content regulation, consisting of national core curricula and school curricula. The knowledge content of the core curricula is intended to provide social cohesion and to serve as a basis for a unified national set of knowledge.

In most countries, the responsibility for the content and quality of education is shared between the central and regional or local levels, which is reflected in the multi-level nature of content regulation. In Hungary, however, a political issue related to the selection of relevant content is present: in centralized systems tensions accumulate and then lead to reforms of curricula. If the indicators of *"What is the level of decision making in education systems?"* (OECD 2012) are interpreted, a technique of removing social tensions is identified: the technique of sharing the right of decision-making. This could be about school time but along with it, the competence of defining educational content. Shared decision-making is the institutionalization of pluralism of interests and values (Sáska 2013)

2.2 The 2000's

As content regulation becomes a tool of modernization, most of the European curricula are supplemented with new fields of knowledge to respond to the economic and social changes and demands. As a globalized world poses the similar challenges everywhere, the new subject areas of the curricula (e.g. environmental protection, health protection, media, financial education) are comparable in several countries' core curricula. Another general development is the definition of *key competencies*: competencies that among the present circumstances are regarded as indispensable. In most European countries, this process has become a major process in the field of education in the late 1990s and the early 2000s (OECD, 2001). With Hungary's accession to the European Union, the development of key competences in education has become of utmost importance. The concept of competence-based content development and regulation is supported by the new strategic education development goals defined by the European Union (European Council, 2000) and the PISA surveys of the OECD. In Hungary, the European key competencies became common requirements of the public education system in 2007, with the fourth NCC. At the same time, the significance of defining the cross curricular field increased continuously.

3 Curriculum regulation

3.1 the evolution of the two-level and the three-level content regulation

In Hungary, content regulation operates in a system that evolved two decades ago, with the the Act of 1993 on Public Education and of the first National Core Curriculum (in short the NCC) in 1995. Since, the system of content regulation has remained practically the same, albeit the NCC's of 2003 and 2007 followed the NCC of 1995. The Act on Public Education provided for, and at the same time, guaranteed the regular supervision and modification of the core curriculum (every three years and, later, every five years). However, in the *two-pole and three-level model of regulation* each element – such as legislation on public education, the national core curriculum, the framework curricula and (as a part of the schools' pedagogical programme) local curricula – had a special scope. Policy analysts describe the changes that have occurred in the legal regulation of content control in the last twenty years with the metaphor of a pendulum swinging between the role of the state (central level) and of the institution or school (local level).

After the democratic transition, school boards had the right to make decisions about the content of teaching and – being autonomous entities – also on the quality of education through processes of self-review. Approximately 3,400 local governments (responsible for schools) organized school operations on the basis of their own sets of values in social contexts that were more diverse than before (Sáska 2005). The evolution of professional autonomy was expected to bring along enhanced performance and quality under the assumption that the elimination of the unifying and bureaucratic system of centralization known to hinder willingness to work and innovate would liberate the competencies (See *Ferenc Gázsó's* statements about independence of schools with regard to the Act of 1985 on Public Education, (Gázsó, 1998, pp. 151-163). A school system evolved that separated social groups, which was evidently due to the fact that the centre lacked the capacity that would have been able to counterbalance local interests (Kertesi-Kézdi 2005); Berényi-Berkovits-Eröss 2008; (Eröss-Kende 2008)

There are various views as to the scope of liberty in the documents. In the last one and a half decades more than 65 framework curricula were written centrally, numerous programme packages supported from EU grants were created, and – pursuant to legislative provisions – all schools operate on the basis of their own local curricula. Some say that core curriculum as a genre has generated and is generating further central development.

It should be noted that it took almost two decades for the regulation system based on NCC to stabilize. For those involved it also took time to orientate efficiently and to use the documents of the various levels more or less efficiently. Content regulation is a complex and multi-levelled process, and the path that leads from the curricula to teaching is a chain of interpretation determined by fragmented and complex interests rather than a hierarchical chain. This is especially true in the decentralized system the Hungarian educational system has turned into in the last two decades: a system that emphasizes the autonomy of and the sharing of responsibility between the actors.

3.2 The space between central and local: the framework curriculum

The government that came into power after the general elections of 1998 reformed the regulation on the content-related activity of schools considerably. A main feature of the reform was that the implementation of the core curriculum – functioning as the central curriculum – within the *two-level* content regulation system seemed to be doubtful and random. To guarantee that the objectives defined at the governmental level were reflected in local regulatory documents, *intermediary tools* were required. Within the framework of existing legislation, such tools were framework curricula and other tools (e.g. educational programmes). Figure 1 shows the still existing three-levels structure of curriculum in Hungary.

Levels and genres of content regulation in Hungary

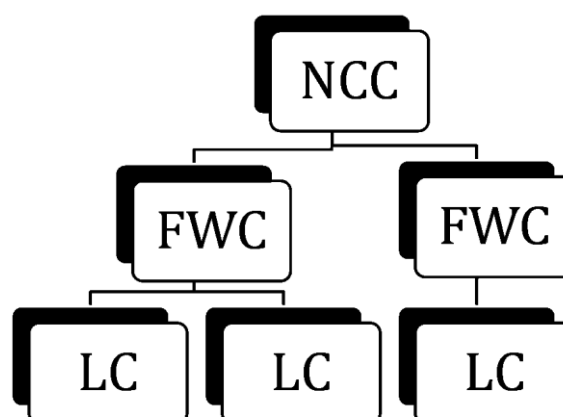
Act on School Education, 2011

Governmental Decree of the NCC (16 May 2012)

Ministerial Decree of Framework Curricula(FWC), 2012-13

Require and assume local decisions, meanwhile: changes in the operation of schools

Pedagogical Programme/local curriculum (LC) March 2013.



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az Európai Szociális Alap
finanszírozásával valósul meg.

Figure 1 The levels and genres of content regulation in Hungary

Consequently, the system of regulatory tools related to the central content input becomes *three-level*. The Act on Public Education, amended in 1999, specifies that "In the phase of teaching basic knowledge, the framework curricula, based on the subject areas defined in the National Core Curriculum ensure the content-related unity of education elements and the interoperability of schools."

A framework curriculum prescribes the obligatory and common requirements of education, the number of classes required, the performance of requirements and the rules on divergence from the framework curriculum. Figure 2 presents the model for framework curriculum.

Thematic unit/ Development goal			Number of classes
Prior knowledge			
Educational and development goals of the thematic unit			
Requirements– Knowledge/development goals		Connection points	
Key concepts/concepts			

Figure 2 The Hungarian model for a framework curriculum

The legislation and the curriculum documents intended to enhance the integrity, systemic nature and interoperability of the educational system. Central curriculum documents specify the values, knowledge and abilities regarded as *basic knowledge*. Therefore, these documents provide a valuable – although incomplete – picture about the changes of the notion of

knowledge. Framework curricula support implementation of the curriculum documents by schools, as they:

- Are easy to overview due to the shared content features yet, at the same time, reflect the differences between subjects;
- Represent the harmony of knowledge dissemination, personal development and ability development; in other words, they are development-oriented;
- Create/recommend connections between subject contents;
- Elaborated and detailed documents focussing on themes, supporting the planning activity of teachers;
- Promote the development of discursive thinking;
- Define the results expected from the development by the end of two-grade cycles, and thus promote a continuous monitoring of students' performance.

An objective of the introduction of framework curricula based on the NCC was to control the seemingly excessive curricular freedom of schools and to shift emphasis to the integrity and interoperability of the system (Figure 1). At the same time, the new regulation entailed the subject-based description of educational content, and, with the introduction of modular subjects, intended to stabilize the education of the subject areas added to the NCC recently. To achieve the above objectives, the framework curricula restored pre-NCC conditions in some fields, yet, in other fields, continued to implement the reforms. The introduction of grade-related requirements and attainment levels provided the conditions for promotion to the next grade.

The ministerial decree introducing the framework curricula re-defined class types, defined the rules on attendance of classes, maximized the daily workload for students, and, if compared to previous legislation, offered a much more detailed regulation about the preparation of local curricula. But, above all it provided rules for the school-level divergence from the central curricular documents. The decree created the system of *curricular accreditation*, which gave institutions the opportunity to diverge from the framework curriculum. Curricular accreditation was one of the major events in Hungarian public education in 2001-2002. The assessment criteria and procedures the trained experts used for accreditation proved to be adequate for the qualification of curricula.

3.3 Output regulation

The Hungarian and international (IEA -PIRLS, TIMSS, OECD-PISA) assessments of student performance have a strong effect on Hungarian education. In 2005, the secondary school leaving examination was introduced. Following this examination, the National Competence Assessment was introduced, which surveys comprehensively the literacy of students of grades 6, 8 and 10 as well as their ability to solve mathematical problems. The secondary school leaving examination and the national competence assessment now operate as powerful regulators of content, as the requirements of the secondary school leaving examination and the tests of competence assessment influence local curricula and the practice of teaching.

3.4 Adaptation patterns

The introduction of NCC focused on strengthening the professional autonomy of teachers and schools as well as on the modernization and centralization of the content of education. The preparation of NCC did not involve major investments into, for example, curricular models, study tools or other developments at the classroom level. In the ten years after the democratic transition, the implementation process of the NCC was characterised by the accumulation and

dissemination of existing developments instead of introducing new ones. In addition, national documents on curricular content will not be prepared simultaneously in subsequent years, which led to continuous alertness in the field of education.

Regarding the implementation of the NCC of 2007, it was found that 31.6% of the schools incorporated a fully regulated framework curriculum into their local curricula. A considerably lower rate of schools (20.0%) opted for the adaptation of a given curriculum, which means that more than half of the schools (51.6%) used a framework curriculum or an adapted version of a framework curriculum. A substantial number of schools (17.4%) prepared their local curricula with the adaptation of several framework curricula. Only a relatively few institutions (17.4%) decide to implement a local curriculum that was prepared exclusively by themselves. By the end of 2000, most institutions had defined and elaborated the forms of adaptation. (Vágó et al 2011)

4 The new core curriculum and the system of framework curricula

4.1 The role and changes of the National Core Curriculum

The National Core Curriculum is the most important tool of the ministry for content regulation in Hungary. In order to promote the reform, education management defined two principle objectives in 2010: on the one hand, the redefinition of the mission of the educational system and its role as a conveyor of values, and, on the other hand, the supplementation of the core curriculum with general knowledge content. The concept of learning as defined by the NCC is very similar to the one described by Albert Szent-Györgyi: *"The task of schools is to teach us how to learn, to make us hungry for knowledge, to show us the joy of well-done work and the excitement of creation, to teach us to love what we do and to help us find what we love"* (Nagyházi, 2010).

As a consequence, a new system of objectives was defined: the dissemination of knowledge, the parallel development of skills, abilities, knowledge and attitudes required for learning and for work, and the strengthening of national and social cohesion. Another task is to encourage students to be actively committed to truth and fairness, to the good and the beautiful, and to develop mental, emotional, social and physical abilities needed for the development of a harmonious personality. It is for this reason that the NCC attributes an important role to national traditions, the development of the sense of national identity, including the sense of identity of national minorities and ethnic minorities living in Hungary. It prioritizes knowledge about the country and its wider region (the Carpathian Basin), yet also puts emphasis on content that underlines Hungary's as a part of Europe. It also contains general or global issues and emphasizes our mutual responsibility related to sustainability.

The existing Act on Public Education regulates the scopes of the central and the local levels as follows: on the basis of training periods and school types, it defines the weekly timeframe for the classes which are obligatory from September 2013 onwards (broken down by grades), and states that institutions are entitled to make decisions about maximum 10% of the given timeframe. Table 1 shows the breakdown per group of grades in percentages. For the obligatory timeframe of teaching, the central policy defines framework curricula, which are based on the obligatory NCC, and offer recommendations for the timeframe to be used freely by the institutions.

Table 1 *The time breakdown per subject area in percentages (* In case out of the subjects to be selected obligatorily in grade 5 the subject "Homeland and people" is chosen in the subject area "Man and society".*

* In case out of the subjects to be selected obligatorily in grade 5 the subject "Drama and dance" is chosen in the subject area "Arts".)

The rates of subject areas on the basis of the number of classes of related subjects			
subject areas	Grades 5-6 Version A*	Grades 5-6 Version B*	grades 7-8
Hungarian language and literature	14.3%	14.3%	11.3%
Foreign languages	10.7%	10.7%	9.7%
Mathematics	12.5%	12.5%	9.7%
Man and society	10.7%	12.5%	9.7%
Man and nature	7.1%	7.1%	14.5%
The Earth - our environment	0.0%	0.0%	4.8%
Arts	8.9%	7.1%	6.5%
IT studies	1.8%	1.8%	3.2%
Way of life and practical skills	3.6%	3.6%	1.6%
Physical education and sports	17.9%	17.9%	16.1%
Homeroom classes	3.6%	3.6%	3.2%
Free timeframe	8.9%	8.9%	9.7%
Total	100.0%	100.0%	100.0%

The Introduction section of the NCC has been modified considerably over time. The mission of the document is re-defined and the intention to create schools based on values gained more focus. New elements were defined, like: ethical education, a sense of national identity, patriotic education, self-knowledge, community skills, family life education, physical and mental health, responsibility for others, volunteering, sustainability, environmental awareness, career guidance, economic and financial education, and media awareness education. These new elements are reflected in the European key competencies.

The first chapter of the NCC describes the development fields and educational objectives (table 2). Implementation of these fields is guaranteed by the framework curricula. The development fields and their objectives may be incorporated into the development requirements and content elements of the individual subject areas and subjects, or they may become subfields of subjects or separate subjects of the local curricula of schools. The development fields inform teachers' work in the first four grades of primary schools, can be used in upper grades for theme discussions in homeroom classes, or used to develop extracurricular activities and programmes. Table 1 shows the development fields and

Table 2 *The development fields and development objectives*

Development fields – educational objectives	Competency development, dissemination of knowledge, knowledge building
Ethical education Sense of national identity, patriotic education	Key competences Communication in the mother tongue

Citizenship education and democracy education The development of self-knowledge and community skills Education aimed at physical and mental health Family life education Responsibility for others, volunteering Sustainability and environmental awareness Career guidance Economic and financial education Media awareness Teaching methods of learning	Communication in foreign languages Mathematical competency Competency in natural sciences and technology Digital competency Social and citizenship competency Entrepreneurial ability and competency Aesthetic and artistic awareness and ability for expression Efficient and independent learning
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With the modification of the NCC in 2003, the detailed requirements were removed, for instance the revolution of 1848 (history) and Sándor Petőfi (literature). The majority of society and professionals, however, did not accept these modifications unanimously. The reason for these modifications was the way the concept of knowledge had changed: the emphasis shifted from content to learning ability, due to what is sometimes referred to as the information explosion. This approach is justified in many respects, but its consequences do not necessarily help reduce social disparities, as students' socio-cultural background becomes a major factor of school performance. The political opposition opposed to the changes of 2003 and wanted to restore the content requirements. The global crisis of 2008 however, challenged the regulatory framework again, as in a globalized world a greater value was attributed to local identities – this may be regarded as a European trend –, and the importance of national identities (including the common cultural language or the code system that makes dialogue between generations possible) came to the spotlight. This called for a revised NCC, augmented with general knowledge content.

Another factor that was taken into consideration is the ever-growing quality gap between schools: good schools became better while the quality of weaker schools continued to deteriorate. This has been the case for the last twenty years. In order to create social opportunities for all, the content of education became re-regulated. The revised NCC guarantees - at least at state level - that the content defined is conveyed to all students in the course of their studies. This does not mean that all students will have the same level of knowledge of the content, but that the content will be taught.

Another objective of the reform was to promote a curriculum-based approach, corresponding with current international standards and practice for learning. In other words, to contribute to the evolution of constructive processes in the field of curriculum policy in order to protect and enrich the values accumulated over the last two decades.

In summary, the NCC was modified considerably: i) The Introduction re-defined the mission of the NCC, underlying the importance of common values and education; ii) The development fields and educational goals were re-defined and supplemented in consideration of the above mentioned common values, and students' changing motivation, learning habits and emotional needs; and iii) The subject areas specified in the previous NCCs were augmented with general knowledge contents at three levels of education (grades 1-4, grades 5-8, grades 9-12).

4.2 General knowledge content elements

The National Core Curriculum guarantees the right of every citizen to acquire knowledge as extensive as possible by defining those content elements, competencies and attitudes. These defined elements are obligatory for public education. Together, the selected basic elements form a prerequisite of cultural, content-related and social innovation. The NCC concept is based on the assumption that "in order for the members of a society to understand each other,

there must be a common knowledge content (general knowledge) which is assumed to be shared by all grown-up citizens. This is a 'common language' which serves as a medium for inter-generation dialogue in the spirit of mutual understanding and respect. The National Core Curriculum attempts to strike a balance between the value conveyor traditions of knowledge and the new development objectives and content." The NCC allows for interpretation and specification, including differences resulting from the school types or curricular programmes. Table 3 shows the subject areas of the NCC.

Table 3 *The subject areas of the NCC*

Subject areas of the NCC	Structural features of the subject areas	
1. Hungarian language and literature 2. Foreign languages 3. Mathematics 4. Man and society 5. Man and nature 6. The Earth - our environment 7. Arts 8. IT studies 9. Way of life and practical skills 10. Physical education and sports	Principles and objectives Development goals grades 1-4 grades 5-8 grades 9-12 General knowledge content elements grades 1-4 grades 5-8 grades 9-12	Knowledge is expanded in a spiral-like manner, that is, on the basis of recurring themes (development goals). Knowledge is not seen as a closed system. The structure does not reflect the order and levels of the acquisition in classrooms.

4.3 Subjects and cross curricula in curriculum regulation

Educational changes based on societal requirements (e.g. citizenship, environmental education, etc. - UNESCO International Seminar, 2009) pose new challenges for the traditional subject frameworks of school systems that, in many cases, are centuries old. These modifications, sometimes referred to as 'adjectival educations' are of growing importance, but Advocates of adjectival educations often feel that the embedding of their respective fields into the educational system is only guaranteed if regulated at the national level, preferably as an obligatory subject. In Hungary, representatives of "adjectival educations" feel that this is the only way to ensure that the objectives of the given field could be achieved. However, the introduction of a new obligatory subject at the national level is an enormous task, with many consequences: It requires teacher training capacity as well as a timeframe in timetables, which may be done only at the expense of other subjects. In addition, if an "adjectival education" became a new subject it would serve as a precedent for other adjectival educations and, thus, the emergence of more and more new subjects would make the system unmanageable.

Two alternatives for creating new subjects are decentralization of the new subject regulation, and the incorporation of these new fields as cross-curricular fields. An example of the first could be found in China (Wang, 2012): the regulatory system gives scope for the schools to define – all or some – subjects they intend to teach, which enables local decision-makers (should they consider it important) to introduce new content as a response to new social demands. This requires intense support on the part of teachers and the development of teacher training (Jakab & Varga, 2003), especially when teachers gain a wide scope of freedom and responsibility. An example of the latter is the establishment of cross-curricular fields.

Whitty et al. (1994) describe two models: a liberal subject-based model and a permeation model. The points out, cross curricular approaches are not simply organizational issues \but are two models: The liberal model allows for teaching of various special subjects that "produce" an educated individual who leaves the system as an environmentally and socially aware person with skills marketable on the labour market. The permeation model introduces cross-curricular themes that permeate the subjects connect them in a conscious manner.

Responsibility is a key issue of the incorporation of cross-curricular themes into school practice. The teaching staff as a whole – that is, each teacher – is responsible for the achievement of the educational goals related to these themes. Shared responsibility is the key message here: the success of cross-curricular themes is only guaranteed if teachers work towards common objectives.

Nevertheless, shared responsibility poses two major challenges. The first is that the prerequisites of the implementation of shared responsibility are joint planning and professional cooperation among teachers. This calls for institution-level implementation interventions. The second challenge is that institution-level interventions should not substitute implementation support at the level of the individuals. All teachers must be prepared for their cross-curricular tasks in harmony with their fields.

The introduction of a new cross-curricular field will only be successful if all teachers have access to professional support and if there are implementation mechanisms available that make institution-level harmonization possible. This is a process that requires financial resources and time. In addition, its outcome practically depends on the attitude of the teachers' professional community as a whole. It is understandable that – as referred to above – many prefer simple solutions and opt for the introduction of separate subjects, which has deep tradition. Having said that, research on the implementation of cross-curricular themes shows that support given to teachers is not sufficient. This underlines that education policy makers must concentrate on the development of innovative and supportive systems.

4.4 The implementation of the National Core Curriculum of 2012

The NCC is implemented through framework curricula. Framework curricula should include subject categories and class plans in each education phase. The framework curricula define the phases of education and those institutions that operate in line with local curricula based on a chosen framework curriculum. The Act on Public Education reduced the rate of institutions' free timeframes from 20% to 10%. As a result, the framework curricula have become central documents that perform the task of local curricula too. The new legislation unambiguously prescribes the role of framework curricula as a tool of the implementation of the NCC (the implementation of the provisions of the Government Decree 110/2012 (VI.4.) on the Introduction and Implementation of the National Core Curriculum (Section 5 § (5) of the Act on National Public Education).

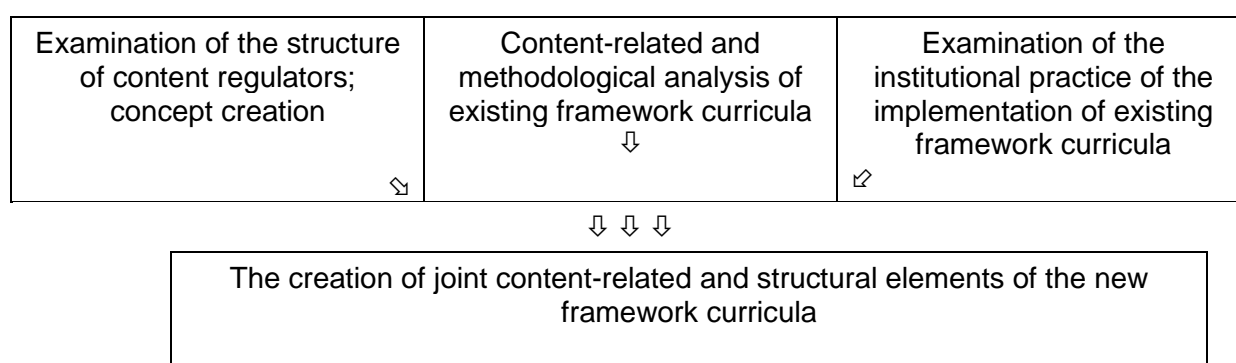
5 Research serving as a basis for framework curricular work

Research is intended to provide developmental support for the harmonization of macro- and micro-level activities and to promote the reform with professional recommendations. The research development activity was supported by the EU project "21st-Century Public Education (Development and Coordination)".

The research outcomes were used for constructing the framework curricula for the various phases and school types of public education improving implementation of the reform. A more balanced relation between the requirements for new education, new contents and traditional disciplines was established. It also enabled the embedding of abilities, skills and competencies subjects.

Figure 3 shows how the first three research development tasks provide input to the development of framework curricula.

The research-development-innovation (R&D&I) process of the compilation of framework curricula (2012/13)



6 Conclusion

The compilation of the framework curricula – documents that convey, interpret and concretize the NCC – attributed a major policy role to the Institute of Educational Research and Development (OFI). The framework curricula cover the system of public education as a whole, including all of its educational phases and school types: not only obligatory classes but programmes recommended for the free timeframe as well. The Institution still continues to support the adaptation of new content regulation by schools and operates the system of framework curriculum accreditation. OFI operates an electronic support system for the implementation of the framework curricula in schools and further developments with EU support are offered to schools.

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