

# bologna process

## NATIONAL REPORTS 2004 – 2005

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### 1. Main achievements since Berlin

#### 1.1. Give a brief description of important developments, including legislative reforms

Over the past 18 months, the following progress was made in Hungarian higher education towards the implementation of the Bologna Process:

- ◆ In the conceptual field:
  - The two-year programme “Joining the European Higher Education Area” launched by the Minister of Education in 2002 was completed at the end of 2004. As a result of the programme, a comprehensive reform scheme for the implementation of the Bologna Process in higher education was conceived and subjected to a broad-based debate.
  - Based on that in spring 2004, the Government approved the Hungarian Universitas Programme, which also identifies the tasks to be accomplished in the subsequent legislative programme, including technical measures as well as development tasks based on a political consensus.
- ◆ In legislation:
  - Government Decision No. 1068/2004. (VII. 9.) on the Hungarian Universitas Programme and the concept of a new Act on Higher Education
  - Government Decree 381/2004. (XII.28.) on certain rules for the introduction of a multi-cycle course structure in higher education
  - Draft version of a new Act on Higher Education with the involvement of professional, social and political forums was prepared, discussed and adopted
  - On 21 December 2004, Parliament adopted the Act on Research and Development and Technological Innovation
  - Government Decree 2082/2004. (IV. 15.) on promoting student mobility for the implementation of a European Higher Education Area
  - Amendment to Government Decree 157/2001. (IX.12.) on certain issues of studies in higher education pursued by foreigners in Hungary and by Hungarians abroad
  - Amendment to Government Decree 269/2000. (XII.26.) on the general rules applying to the admission procedures of higher education institutions
  - Act XX of 2003 on equal treatment and the promotion of equal opportunities

- Act XC of 2003 on the Research and Development Innovation Fund
- ◆ In the field of structure and organisation:
  - The Bologna Committee of the Hungarian Rectors' Conference and College Directors' Conference (MRK-FFK) was set up in co-operation with the Hungarian Accreditation Committee (MAB) in all fields of study to establish the first cycle of the multi-cycle system
  - The work of those committees was integrated in the framework of the national Bologna Board
  - Selection and launching the training of Bologna Promoters
- ◆ In the field of programmes supporting the Bologna Process:
  - Support in the form of grants provided from the Vocational Education and Training Fund for investment into the physical conditions of practical training provided by higher education institutions (grant scheme KT-FO/2004)
  - Structural and content developments in higher education implemented by using Structural Funds (application for funds under measures 3.3 and 4.1 of the HRDOP)
  - Establishment of Regional Integrated VET Centres and improving the infrastructure thereof (application for funds under measure 3.2.2 of the HRDOP)
  - Development of digital and conventional training materials
  - The software for producing Diploma Supplements is now ready and available for all higher education institutions
  - The Credit Regulations of all institutions have been drafted and reviewed within the competence of the Minister of Education to supervise lawfulness
  - Europass: In 2004, the National Europass Centre was set up to perform the national tasks relating to this group of documents. It will work within the framework of the National Higher Education and Admission Bureau. The institution may formally commence operation as of the first quarter of 2005, and the issue of documents should start at the end of the first or at the beginning of the second quarter of 2005.
  - A World-Language Programme was launched in 2004 to assist in closing the gap in language skills
  - A proposal was formulated to develop a Hungarian strategy for lifelong learning
  - A background study was prepared for the OECD visiting committee on teachers concerning "Educational Policy Trends in Hungary in the context of Teacher Education Policy. For the new teacher education strategy, EU guidelines are provided by the "Education and Training 2010" work programme, in particular the activities of the working group on teacher education.
  - A proposal was formulated on supporting the studies of Hungarian students abroad and encouraging foreign students to study in Hungary.
  - A proposal was formulated for a medium term development programme for national and ethnic minority education and to facilitate the studies of disadvantaged young people in higher education.
  - The various functions of the Ministry of Education – public education, higher education, VET – are working jointly on developing an overall strategy for teacher education, where structural framework will be provided by the new course structure evolving along the lines of the Bologna Process.
  - In Hungary, there are no more entrance examinations conducted by higher education institutions, as they have been replaced by a licence to enter higher education based on secondary school performance and the results of the final examinations of secondary schools.

## 2. National organisation

### 2.1. Give a short description of the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their competencies

(For example, do higher education institutions report to different ministries?)

The following responsible actors (i.e. not those with formal role only) are involved in the administration of higher education:

- **Government, Prime Minister:** tables bills and proposals for parliamentary decisions concerning higher education before Parliament and defines the tasks of education and the implementation thereof in the Government Programme.
- **Ministry of Education, Minister of Education:** performs the tasks relating to educational administration and submits proposals to the Government relating thereto.
- **Hungarian Accreditation Committee:** an independent body of experts with national competence set up to evaluate the quality of the programmes, academic research and creative artistic activities of higher education institutions and to assess the operation of institutional quality improvement systems.
- **Higher Education and Research Council:** an independent body of experts performing pre-decision making tasks, issuing opinions and making proposals in issues relating to the funding, and development activities of higher education.
- Bodies of managers of higher education institutions: the **Hungarian Rectors' Conference** and the **College Directors' Conference** are bodies entitled to represent higher education institutions and to advocate the interests of those institutions
- **National Doctoral Council:** a body comprised of the chairs of the doctoral councils of higher education institutions.
- The **National Union of Students in Hungary** and the National Association of PhD Students represent students at national level and may issue opinions or make proposals on any issue concerning higher education

### 2.2. Give a short description of the institutional structure

(For example, number of public/private universities/other HE institutions or numbers/percentage of students in public/private sector. To what extent are private and State higher education institutions covered by the same regulations?)

There are altogether **71 independent institutions** working in higher education in Hungary (2004) with the following breakdown (for more information see [www.om.hu](http://www.om.hu) and in Annex 1):

Type of institution	Public	Non-public	
		Private	Ecclesiastic / Denominational
University (min. 5 years)	18	1	5
College (min. 3 years)	13	12	22

The **total number of students is 409,572** (academic year 2003/04), with the following breakdown:

Year of education	Nationality	Gender	Status	Levels
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New entrant	101.985	Hungarian	396.697	Male	175.586	Full-time	217.095	Tertiary level	7.219
						Part-time	153.139	College	233.948
Final year	87.306	Foreign	12.605	Fe-male	233.986	Distance learning	39.338	University	133.827
								PhD/DLA	7.875
								Post-graduate	26.703

### 2.3. Give a brief description of the structure which oversees the implementation of the Bologna Process in your country

(National Bologna group, thematic working groups, composition and activities, stakeholder involvement)

The following organisations contribute to the implementation of the Bologna Process in Hungary:

- **Ministry of Education:** as a public authority, it initiates, supervises and supports the implementation of the Bologna Process.
- **National Bologna Board:** as an advisory and co-ordinating body of the Minister of Education, it is responsible for the co-ordination of all involved actors to support the ongoing implementation of the Bologna Process in Hungary and abroad. The committee is chaired by the current Bologna delegate who represents Hungary in the Bologna Follow-up Group.
- **Field Specific Bologna Committees:** working groups set up by the higher education conferences – MRK, FFK – to coordinate professional work in the 12 main (special) study fields.

### 3. Quality assurance

The following questions have been included in the template at the request of the Working Group on Stocktaking.

#### 3.1. National quality assurance systems should include a definition of the responsibilities of the bodies and institutions involved.

Please specify the responsibilities of the bodies and institutions involved.

- **Parliament:** legislation, establishes new higher education institutions.
- **Government:** establishes new faculties, defining the qualification requirements of degree programmes (programme level specification).
- **Ministry of Education:** defines the national quality policy, authorises the launch of new programmes and the introduction of new continuous education programmes, supports institutional quality assurance activities.
- **Hungarian Accreditation Committee:** operates a national accreditation system, evaluates institutions and programmes while advising on quality improvement
  - **Higher education institutions:** quality assurance and quality improvement at programme level.

#### 3.2. National quality assurance systems should include a system of accreditation, certification or comparable procedures.

***Describe the system of accreditation, certification or comparable procedures, if any.***

A **system of accreditation** has been in place since 1993 in Hungary. Accreditation is carried out by an independent body of experts called the Hungarian Accreditation Committee. Accreditation is compulsory for both new and existing **institutions, faculties and programmes**, including public and non-public ones alike. The accreditation of new institutions, faculties and programmes is the prerequisite of obtaining a licence for operation, which is issued by Parliament, the Government or the Minister of Education. The accreditation of existing institutions, faculties and programmes is implemented in the framework of institutional accreditation with a cycle of 8 years. The **method** used for the accreditation of institutions includes an evaluation by external experts based on self-assessments (internal assessment) and concluded with an evaluation report or accreditation decision. This is a method well-known internationally. The students' opinion is requested on the occasion of all visits paid to the institution. As of 2004, all visiting committees have at least one member who is a student. Also, as of 2004, in compliance with the Berlin Communiqué, the full final evaluation is published. Applications for new programmes to be introduced and launched are assessed and accredited based on the submitted documentation. Their quality requirements are pre-defined and are made available to the public ([www.mab.hu](http://www.mab.hu)). Until now, these have focussed on the input factors. However, a shift has started, where increasing emphasis is placed on the learning process and the outcomes thereof.

Pursuant to the Act on Higher Education, institutions are required to develop **internal quality assurance systems**, and the institutions are free to choose the specific way of implementation. At the moment, nearly one third of all institutions operate a full quality assurance system (ISO, TQM/EFQM or other).

***3.3. National quality assurance systems should include international participation, co-operation and networking.***

***Are international peers included in the governing board(s) of the quality assurance agency(ies)?***

At **institutional level**, several Hungarian institutions have participated in international quality assurance projects, such as EUA *Quality Culture* or ENQA TEEP Projects 1 and 2. **At national level**: the Hungarian Accreditation Committee has an *International Advisory Committee* with 9 permanent members and invited foreign experts. MAB is an active participant of international conferences, seminars and projects. Examples of the latter are: ENQA *Quality Convergence Study* (2003-2004) and TEEP Project 2 (2004-2005), and the elaboration of the standard European quality assurance solutions identified in the Berlin Declaration. MAB is a full member of the international organisations of quality assurance agencies such as INQAAHE, ENQA and the CEE Network. MAB also performs secretarial duties for the last one and it has a representative in the boards of all of the above three organisations [which makes it the only such organisation in the world at the moment].

Please add any general comments, reflections and/or explanations to the material on quality assurance in the stocktaking report.

#### **4. The two-cycle degree system**

The two-cycle degree system is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

As an experiment, the 2003 amendment to the Act on Higher Education currently in force provided an opportunity as of the autumn of 2004 to launch the first cycle of the new multi-cycle system. In the autumn of 2003, the development of accreditation requirements for new programmes began, and 3 degree programmes were created based on that. As of September 2004, two of those three degree programmes (in information technology) are offered to students by altogether 4 institutions. The pre-legislation work of the government decree introducing the changeover included the **concentration of the fields of study**, which used to be highly fragmented (with 214 college level and 199 university level and altogether 413 degree programmes). This work was **coordinated by the National Bologna Board** and involved all Field Specific Bologna Committees. 102 new Bachelor programmes are launched in the first cycle of the two-cycle system – as all the ongoing old programmes are running out. At the moment, intensive efforts are made to gain accreditation for these programmes and to develop the master’s level programmes building upon them at the second cycle (this latter work will be completed in the spring of 2005). The introduction of degree programmes have been authorised for 65 of the newly developed 102 Bachelor programmes, and in September 2005, Bachelor programmes according to the Bologna model will be offered in 33 study fields and an additional programme in religion. These programmes may be primarily introduced in the fields of technology and agriculture in 2005. With the exception of six single/undivided programmes leading to a master’s degree: in medicine, veterinary studies, pharmacology, dentistry, law, architecture; at bachelor’s level: lower primary school teacher, nursery school teacher and special teacher), **multi-cycle system according to the Bologna model will start as of 1 September 2006** in all fields of study.

## 5. Recognition of degrees and periods of study

Recognition of degrees and periods of study is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

In accordance with the provisions of the Act on Higher Education currently in force, as of September 2004, all Hungarian higher education institutions must issue, upon students’ requests, a Hungarian language **Diploma Supplement** based on the Diploma Supplement model developed by the European Commission and the Council of Europe. Upon the request of the student, an **English language** version of the Diploma Supplement must also be issued, at the student’s expense. As of 2005, Diploma Supplements in Hungarian and English languages must be issued free of charge together with the degrees awarded on the completion of bachelor or master’s programmes. In the case of programmes in national and ethnic minority education, it must be issued **in the minority language concerned**, if the student requests so. This will facilitate the international assessment and validation of qualifications and professional skills.

## 6. Doctoral studies and research

### **6.1. Give a short description of the organisation of third cycle studies**

*(For example, direct access from the bachelor level, balance between organised courses, independent study and thesis)*

Higher education institutions are entitled to provide PhD programmes and to award PhD degrees in those disciplines, and in branches of science or art that the accreditation granted by the state applies to. **Doctoral Schools** may be established following an accreditation

procedure only. (Currently, there are approx. 150 Doctoral Schools in Hungary). Those Schools are educational organisations that operate within a university with MAB accreditation and comprise various organisational units of the university and provide programmes leading to an **academic degree** (with the possible involvement of other higher education institutions and research institutes outside the institution). PhD programmes are postgraduate programmes of 180 credits provided by universities where students have a PhD student status. The proportions of **study, research and teaching components** vary from discipline to discipline. PhD programmes are available for those who hold a university degree or have completed the second cycle in the Bologna system.

The English language equivalent of the level of qualifications certified by Hungarian Doctoral Schools is „Doctor of Philosophy” (abbreviation: **PhD**) or, as an arts degree, „Doctor of Liberal Arts” (abbreviation: **DLA**). Following the completion of PhD programme, students may obtain a PhD degree in a degree award procedure. The conditions for obtaining a PhD degree are: meeting the requirements laid down in the PhD regulations, a successful PhD examination and the demonstration of individual academic work. The conditions for a DLA degree include the demonstration of the product of individual work in the creative arts, in accordance with the specifics of the given branch of art; presentation of thesis or work and defending such products in a public discussion.

## **6.2. What are the links between HE and research in your country?**

*(For example, what percentage of publicly-funded research is conducted within HE institutions?)*

The three main spheres of research conducted in institutions are: higher education, other research institutes, and the business sector. Although a considerable proportion of Hungarian R&D potential is concentrated in higher education in Hungary, the smallest expenditure is allocated to it (2003). Considering the number of research sites, the participation of higher education institutions is nearly two-thirds (65.9%). 68% and 32% of all the existing 1628 research sites in higher education (15 more than in the previous year) operate on university and college campuses, respectively. As regards the number of employees, the participation of higher education is one third only. Expenditures on R&D in higher education only represent 28.2% of the total expenditures. Core research activities in higher education include basic and applied research and development, technological innovation and other research activities supporting education. R&D expenditures currently represent 0.94% of the GDP (half of the average of old EU Member States).

	Number of research sites (pcs)	Proportion of research sites %	Staff number (heads)	Student-staff ratio %	Expenditures (million HUF)	Rate of expenditure%
Higher education <sup>1</sup>	1 628	65,9	8 272	35,5	46 972	28,2
Research institute/other research location	168	6,8	7 859	33,7	55 091	33,1
Businesses	674	27,3	7 180	30,8	64 566	38,7
<b>Total</b>	<b>2 470</b>	<b>100,0</b>	<b>23 311</b>	<b>100,0</b>	<b>166 629</b>	<b>100,0</b>

## **7. Mobility of students and staff**

### **7.1. Describe the main factors influencing mobility of students from as well as to your**

<sup>1</sup> Source: KSH Kutatás és fejlesztés 2003

**country** (For instance funds devoted to mobility schemes, portability of student loans and grants, visa problems)

Based on the Government Resolution 2082/2004. (IV. 15.) on promoting student mobility, Hungary plans to include a number of important provisions into the Act on Higher Education to be discussed by Parliament in the spring to implement the objectives of the Berlin Communiqué. These will enable students to take loans abroad, contribute to the promotion of studies pursued by Hungarian students in EU states and improve the mobility of students arriving in Hungary.

In accordance with the law being drafted:

- Students have a right to gain insights into international practices in the course of their studies and therefore spend part of those studies in higher education institutions of the countries of the European Economic Area. For financing such studies they may use a student loan or, if they are state-funded students, receive a scholarship.
- Hungarian students who pursue part of their studies in a country of the European Economic Area and their foreign studies may be recognised as part of their course at a Hungarian higher education institution, may be eligible for a scholarship for the period of their studies abroad.
- If a higher education institution in the territory of the Republic of Hungary conducts fee-paying bachelor, master or PhD programmes for students who are not Hungarian nationals, the institution should receive state support after each student equalling to ten percent of the fee paid by the students in question in the previous academic year. The institution is entitled to the support only in case the students are not permanent residents in the territory of the Republic of Hungary. The support provided this way might be exclusively used in relation with the education of the students in question.

**7.2. Describe any special measures taken in your country to improve mobility of students from as well as to your country**

c.f. 7.1.

**7.3. Describe the main factors influencing mobility of teachers and staff from as well as to your country** (For instance tenure of appointment, grant schemes, social security, visa problems)

In the case of Hungary, the two-way mobility of academic staff is **asymmetric**: the intensity of outward mobility well exceeds that of inward mobility. The main **obstacles** to inward mobility are: scarcity of financial resources, limits posed by a special language.

**7.4. Describe any special measures taken in your country to improve mobility of academic teachers and staff from as well as to your country**

The increased need for staff mobility is expected to be met through various support programmes:

- ◆ As of 1 May 2004, Hungary participates in the Tempus III programme as a full member state of the European Union
- ◆ Central European Exchange Programme Higher Education
- ◆ Socrates Lingua
- ◆ **Socrates/Erasmus**: the Erasmus action provides financial support to curriculum development projects implemented in the framework of the co-operation of European higher education institutions.
- ◆ Interstate scholarships: decisions on applications for grants offered on the basis of

bilateral international educational, academic and cultural work plans (full university programmes, part of a programme, long and short study trips, summer universities, PhD programmes, etc.) are made by the Hungarian Scholarship Board.

## 8. Higher education institutions and students

### **8.1. Describe aspects of autonomy of higher education institutions**

*Is autonomy determined/defined by law? To what extent can higher education institutions decide on internal organisation, staffing, new study programmes and financing?*

The legislation in force guarantees the autonomous operation of higher education institutions, and the new Act on Higher Education intends to further enhance the opportunities in the following areas:

- ◆ Autonomy means the possibility of and responsibility for managing the intellectual and material assets institutions and individuals are put in charge of.
- ◆ It includes the right of higher education institutions to define their own course structure develop their own structural organisation and adopt their own regulations.
- ◆ It includes the free selection and classification of staff employed by the institution and the free identification of their duties based on the institutional requirements and the principle of quality and performance.
- ◆ It includes the development of the internal organisation and operation of the institution, including the right to establish, transform and terminate units and to define the organisational and operational rules.
- ◆ It includes the selection of the leaders of the institution democratically, using an application procedure.
- ◆ It guarantees the enforcement of students' individual and collective rights.

### **8.2. Describe actions taken to ensure active participation from all partners in the process**

The new Act on Higher education, which will enter into force in 2005, will further extend the scope and responsibility of actors in exercising the autonomy guaranteed since 1993. The Operational Programmes of the National Development Plan encourage co-operation between education and the market environment of society and the launching of joint developments.

### **8.3. How do students participate in and influence the organisation and content of education at universities and other higher education institutions and at the national level?**

*(For example, participation in University Governing Bodies, Academic Councils etc)*

The Act on Higher Education currently in force provided for students' involvement in various decision-making bodies and organisations. It was implemented in 1993, and the envisaged new law will further extend it as follows:

- ◆ The strategic decision making bodies of higher education institutions are managing bodies (boards) with 7-9 delegated members, and one of these members are delegated by the student unions,
- ◆ Within the framework of the strategic decisions made by the board, decisions are made by an elected senate in issues relating to academic matters, and the number of students among its members may not be less than five percent of all members of the senate, and there must be at least one member.
- ◆ Students have a right to advocate their interests and to seek legal remedy.
- ◆ The student unions managed by elected members and working in accordance with their own charter work as parts of institutions and their members include all students.

## 9. The social dimension of the Bologna Process

### ***9.1. Describe measures which promote equality of access to higher education***

The regulations adopted after the regime change guarantee on a continuous basis the constitutional right to teaching and learning:

- ◆ Based on the right to education, all citizens of the Republic of Hungary have a right to use the services provided by higher education, provided that their abilities enable them to study at a tertiary level. The same applies to foreign citizens under the same term.
- ◆ Pursuant to the Act on Higher Education currently in force, those who are involved in the organisation, administration, operation and implementation of the tasks of higher education must observe the requirement of equal treatment when making decisions and adopting measures concerning students.
- ◆ Through their services, higher education institutions must contribute to ensuring adequate housing conditions and healthy life for students as part of promoting equal opportunities, and should operate a system of information and guidance to help students' integration during the course of their studies in higher education and their professional progress after graduation.
- ◆ Pursuant to Paragraph 19/A(1) of Government Decree 269/2000. (XII. 26.) laying down the general rules for the admission procedures of higher education institutions, those disadvantaged applicants who have been admitted to a fee-paying programme may be permitted by the Minister of Education to continue their studies in a state-financed programme – within the period defined in the qualification requirements of the degree programme in question – subject to the ranking of students based on the total score achieved by them in the admission process. In accordance with Paragraph (2), if the higher education institution does not offer fee-paying programmes, disadvantaged students may be admitted by the institution in the framework of the mentor programme developed by the Ministry of Education, subject to the ranking of students based on the total score achieved by them in the admission process. In accordance with the Act on Higher Education being drafted, higher education institutions shall provide assistance to disadvantaged students to realise their full potential in the framework of a mentor programme. The principles of organising the mentor programme will be laid down in a government decree.

## 10. Developments in lifelong learning

- The plan for a national strategy of lifelong learning was completed by the end of 2004. Its principles are:
- Developing individual and collective competences (theoretical knowledge and practical skills together);
- Strengthening the motivation for learning;
- Improving access to learning for all age groups (“from the cradle to the grave”) and all social groups;
- Extending and enhancing learning opportunities through developing the forms of formal, informal and non-formal learning;
- Establishing a new learning culture.

### ***10.1. What measures have been taken by your country to encourage higher education***

### *institutions in developing lifelong learning paths?*

In accordance with the law, higher education institutions may contribute to the accomplishment of vocational training tasks other than those classified as higher education and other training tasks identified in sector specific legislation, and they may conduct national, regional and local service provider's activities. All forms of education and training may be offered as full-time, part-time and distance learning programmes to enable participation for all, regardless of age, and to ensure, based on a standard credit system, the **mutual recognition** of learning outcomes from various training programmes.

### *10.2. Describe any procedures at the national level for recognition of prior learning/flexible learning paths*

In the course of their studies in higher education institutions, students' progress in a given education programme is expressed by the total of **credits collected**. The performance recognised by credits – if the prerequisites exist – must be recognised in other higher education studies. Credits **must be recognised**, where there is a 75% correspondence in the underlying knowledge. According to the envisaged Act on Higher Education **tertiary level vocational training** programmes must define how the credits collected in the programme should be recognised in bachelor's programmes offered in the same field of training. The number of credits to be recognised may not exceed sixty.

The National Credit Council is responsible for the **development** of the credit system **at the national level**, its standardisation and supporting its function in international student mobility. The National Credit Council provides assistance to higher education institutions in connection with operating and improving the credit system. They make professional proposals to the Minister of Education to ensure the consistence of the Hungarian and the international credit systems.

The national qualification framework under development is an important tool for describing qualifications in a system based on learning outcomes and for the validation of previous learning in accordance with the guidelines laid down in the Berlin Communiqué. The descriptions of the various Bologna cycles within the framework that define qualifications based on learning outcomes are included in an annex to the Act on Higher Education being drafted. The descriptions in terms of outcomes of the qualifications awarded in each field of study or degree programme appear in the new training and outcome requirements. These will serve as a basis for institutions to prepare their curricula reflecting the Bologna system. For the time being, the envisaged framework includes qualifications awarded in higher education only.

## **11. Contribution to the European dimension in higher education**

### *11.1 Describe any legal obstacles identified by your country and any progress made in removing legal obstacles to the establishment and recognition of joint degrees and/or joint study programmes*

Launching programmes leading to dual degrees became a widespread practice before EU accession. With accession, practically all administrative barriers of joint programmes have been removed. The new Act on Higher Education includes that Hungarian higher education institutions may provide programmes leading to a Hungarian and a foreign degree jointly with one or more foreign institutions, if:

- ◆ Each institution that is party to the agreement is regarded to be a higher education institutions recognised by the state where its seat is, and the degrees such institutions

award are regarded to be degrees from higher education in accordance with the regulations of all countries involved;

- ◆ The agreement clearly indicates the bachelor's, master's, PhD or continuing education programmes that are equivalent in terms of requirements with the joint programme; and
- ◆ The Hungarian higher education institution is authorised to offer the training in question.

Joint programmes organised this way may lead to the issue of a joint degree with a content that is adequate to the awarded qualification and the professional skills.

***11.1.1. Describe the extent of integrated study programmes leading to joint degrees or double degrees***

At the moment, a number of domestic and foreign institutions are working on the development of joint education programmes leading to joint degrees and on applications for grants under European programmes supporting these. Such applications must be submitted in the spring of 2005.

***11.1.2. How have these programmes been organised? (joint admissions, mobility of students, joint exams, etc.)***

The common features of these programmes are the following:

- ◆ They are mainly second-cycle (master's level, two-year) programmes, in most cases developed based on co-operation between two institutions (a domestic one and a foreign one).
- ◆ The language of instruction is mainly English (e.g. MBA), and both Hungarian and foreign lecturers are involved in the programmes.
- ◆ They are mainly launched in the fields of business, IT and technology.
- ◆ They include some new degree programmes that were not part of the course offer in Hungary before.

***11.2. Describe any transnational co-operation that contributes to the European dimension in higher education***

Currently, Hungary has bilateral intergovernmental agreements with 105 countries, and all higher education institutions have bilateral agreements with a number of foreign institutions. Hungary is an active participant in joint programmes, such as the Socrates and Leonardo da Vinci Community programmes for education, CEEPUS (since 1994), Erasmus Mundus, Tempus I, II, III.

***11.3. Describe how curriculum development reflects the European dimension (For instance foreign language courses, European themes, orientation towards the European labour market)***

Since as early as 1998, an unbroken series of steps have been taken to strengthen the EU dimension in higher education. The main results of these are:

- ◆ A network of European Study Centres was established in Hungary in 1998 (in 14 higher education institutions). The work of this network is coordinated by a secretariat working within the organisation of the Tempus Public Foundation.
- ◆ To expand knowledge in the field, EU studies will appear in virtually all of the envisaged multi-cycle programmes as a general course or linked to professional subjects.

**12. Promoting the attractiveness of the European Higher Education Area**

***12.1. Describe actions taken by your country to promote the attractiveness of the EHEA***

Students from third world countries have been studying in a number of higher educational institutions for decades (mainly in the fields of medicine, veterinary studies and technology). With the co-operation of nearly 40 higher education institutions, the “Campus Hungary” Association was established in 2004 with a view to making Hungarian higher education working within the European Union popular abroad, to recruit students from the third world, to develop an appropriate course offer for that and to support such activities with international marketing.

In addition to training programmes delivered in Hungarian, the number of programmes where the language of instruction is a foreign language is increasing in higher education institutions (For more information on programmes in foreign languages see: [www.campushungary.hu](http://www.campushungary.hu))

### 13. Concluding comments

#### *13.1. Give a description of your national Bologna strategies*

The main elements of the “Hungarian Universitas Programme”, which has been adopted by the Government and builds upon the Bologna Strategy, are the following:

- ◆ Direct strategic steps for alignment with the Bologna Process:
  - It is necessary to introduce a new system based on several cycles. The three cycles will build upon each another in a linear manner: tertiary level bachelor, master and PhD. As of 2006, only programmes complying with the requirement of such a system may be launched.
  - The qualification requirements that are currently in force will be replaced by a competence based qualification framework driven by learning outcomes. All bachelor programmes to be launched must lead to professional skills development and a higher education qualification and must enable students to move on to a master’s level programme.
  - Professional organisations and employers should be given a more emphasised role in programme development and quality improvement. The assessment of staff performance by students should be a compulsory part of the institutional quality improvement programmes.
- ◆ Changes at sector, institutional and strategic level in support of the implementation of the Bologna Process
  - Higher education institutions sponsored by the state are public institutions with a special legal status.
  - The management of state funded higher education institutions will be replaced by a new system, where the main bodies are the following: the university board, the senate, and the rector. The authority of the board includes strategic decisions relating to the maintenance and operation of the institution. The senate manages academic activities, and the rector is the head and representative of the institution, as well as the person exercising the employer’s rights.
  - In the new system, the main tasks of government administration are: a) preparation of acts and government decrees, b) ministerial level regulation, c) operating the system of allocating public funds, performing professional duties relating to the development and administration of higher education, d) supervising the lawfulness of those who maintain institutions, e) allocating state funded student numbers to fields of study.
  - The normative funding provided to higher education institutions should be calculated on the basis of the student numbers. Such funding should be channelled to the

institutions on the basis of student choices in order to increase the competition among institutions and thus enhance quality improvement.

- It is necessary to increase the amount of research funds.
- The reconstruction or extension of buildings and the construction of new buildings should be implemented in the framework of an infrastructure development programme implemented with the involvement of private investment – in addition to public resources.

### ***13.2. Give an indication of the main challenges ahead for your country***

The key challenges are the following:

- ◆ Switchover to the multi-cycle system within a short time. The new system will be fundamentally different from the dual institutional set-up of Hungarian higher educations having existed previously and existing now;
- ◆ Globalising knowledge markets, where higher education institutions must compete, and globalising labour markets, where graduates must compete;
- ◆ Intensifying competition for shrinking public resources and internationally competitive academic staff (“brain-drain”);
- ◆ Standardisation of quality assurance procedures and criteria;
- ◆ Rapid headway of new forms of education and technologies (e-learning, virtual higher education institutions, knowledge centres);
- ◆ Mass higher education, diverse quantitative and qualitative higher education needs;
- ◆ Rapid decrease of population in those age groups whose members enter higher education due to the demographic fall;
- ◆ Implementation of professional institutional operations, changing institutional “cultures”.

## ANNEX 1

Source of data: Statistical Guide of the Ministry of Education. Higher Education 2003/2004. Budapest 2004.

Compiled by: Dr. Tamás Havady

### Number of university and college students (1)

Academic year	Total
2002/2003	341 187
2003/2004	366 947

### Number of students having obtained a university or a college-level diploma (1)

Year	Total
2002	50 505
2003	52 812

### Number of female students at university and college-level (1)

Academic year	Total number of female students	Percentage
2002/2003	193 165	56,62%
2003/2004	209 276	57,03%

### Number of first- and last-year students at university and college-level (1)

Academic year	First-year students	Last-year students
2002/2003	120 812	66 476
2003/2004	123 414	73 112

## NUMBER OF STUDENTS ACCORDING TO LEVELS OF TRAINING

Academic year	Higher vocational education	College level	University level	Further education	(PhD, DLA)	Total	Number of females from total
2002/2003	6 128	216 581	124 606	26 815	7 430	381 560	215 921
2003/2004	7 219	233 673	133 274	27 074	7 835	409 075	233 774

Note:

(1) Does not include the number of students participating in higher vocational education, further education and PhD. Studies