

Country Report
on the Implementation of the Bologna Process

2005 — 2007

Country	Hungary
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BFUG member (one name only) Position	Dr. László DINYA
Email address	
Contributors to the report	Ministry of Education and Culture

1. Main achievements since Bergen

1. Describe the important developments relating to the Bologna Process, including legislative reforms, since Bergen.

1. Progress made since the Ministers' Meeting in Bergen

The following progress was made in **legislation related** to Hungarian higher education towards the implementation of the Bologna Process:

- In November 2005 Parliament passed the **Higher Education Act (Higher Education Act of 2005)** which **came into effect on March 1, 2006** with the following key **objectives**:
- to provide practicable and up-to-date skills and knowledge by launching the multi-cycle course structure with the effect of September 1, 2006 in the entire system,
- to create an environment for the operation of the institutional system to assist co-operation and participation in the integration of Hungarian higher education into the European Higher Education Area, as well as to create the conditions for student-teacher mobility,
- to implement a governance, management and financial system for the institutions adapted to the changed domestic and international environment,
- to promote the involvement of private funds, foster the right of higher education institutions to self-government, property, independent financial management and business activities, to create the conditions for the above,
- to grant financial contribution from students starting their studies in September 2007.

In its '**Új Magyarország' Program** /'New Hungary'/ for the period of 2006–2010, as part of the plans to create a competitive and high-standard higher education, the Government declared the implementation of the required reforms launched by the '**Magyar Universitas Program**' /'Hungarian Universitas Program'/.

- The Higher Education Act defined the **new course structure**. With the effect of September 1, 2006 the former structure, having separated the university and college levels was replaced – in an integrated form – by the successive cycles of *Bachelor and Master*, where passing the various stages ensure the qualifications required for employment. *Higher-level vocational training* granting a qualification after the secondary school leaving certificate, the *unified, undivided courses* still provided under 17 programs, and the *postgraduate specialist training course* that may be taken after obtaining a first degree constitute integral parts of the new structure. The education of new generation of researchers closely linked to the Higher Education and Research Areas is the responsibility of the third cycle with doctoral schools in higher education institutions accredited to provide such programmes.

The **credit system** aligned to the European Credit Transfer System and designed to evaluate the workload and performance of the students has been in place in all higher education institutions since 2003; the workload of a student progressing at average rate is 30 credits for each term.

▪ **Executive powers have been separated in respect of the operation of higher education institutions.**

The powers of the minister of education and culture extend only to issuing and enforcing legal regulations. The maintainer of the higher education institution and the institutions itself adopt their decisions in compliance with the Government and ministerial decrees and the internal regulations.

As a part of the new sectoral governance pattern, new organisational tasks have been introduced, such as defining the quality assurance policy, the operation of the higher education information system, a carrier tracking system for graduates, the operation of the Hungarian Equivalence and Information Centre, the office of the ombudsman for education rights and exercising statutory supervisory powers.

▪ In line with the new legal condition for students, new regulations were implemented regarding **admission to higher education**: as regards *first degree programmes and unified, undivided training (and from 2008 even in higher-level vocational training)* admission is based on the study results of a the uniform secondary school-leaving exam, on student choice, and a ranking of results while in respect of *master courses, postgraduate specialist training courses and doctoral studies* conditions for admission are set by the institutions.

▪ Students may participate in state-funded education for 12 terms, subject to their adequate performance (doctoral studies are not included in he calculation). From September 1, 2006 in order to promote the mobility of students, **student loans are also available for studies abroad**.

▪ The Higher Education Act and the implementing regulations thereof ensure the enforcement of **equal treatment**, the proportionate participation of women, the support of the disadvantaged and consideration of the capabilities of the disabled.

The protection and enhancement of the quality of education is ensured by the adequate institutional and legislative background for the provision of **differentiated training**, activities in special colleges for the gifted and other forms of support for highly gifted students.

National organisation

2. Describe any changes since Bergen in the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their roles.

2.1. Oversight of higher education institutions

In the Republic of Hungary, higher education institutions may operate as state institutions or non-state institutions recognised by the state, the latter category includes private and church institutions and foreign higher education institution that cannot be classified into either of the above two categories. The growing number of non-state institution maintainers, required the **division of state powers** regarding the decisions on the creation and operation of higher education institutions, distinguishing between the state's capacity as a public authority or as a maintainer of the institution.

State higher education institutions are higher education institutions founded by the Hungarian state and the *powers of the maintainer* are exercised by the *minister of education*, with the exception of military and police higher education institutions, where the maintainer is the minister of national defence and the minister of justice and law enforcement, respectively.

A new element in the operating order of *higher education institutions* is a regulation for the **management and record-keeping** of personal (teachers' and students') data related to training and research and the operational data of the institutions, through a national level public authority that operate under the direction of the Government and supervised by the minister.

2.2. Allocation of state funds for higher education institutions.

Funds for the operation of higher education institutions are ensured from the support granted by the maintainer and the state on the one hand, and the incomes of the higher education institution generated from sources other than the state budget, on the other. Normative support from the state budget is granted by the Government in the categories of:

- student bursaries,
- training,
- scientific activities,
- operational tasks,
- specific tasks

to be granted for the operation of the higher education institutions is specified in the Act on the Budget in each year.

Non-state (church, private) higher education institutions may also receive state support – with the exception of normative support for maintenance – pursuant to a one-year agreement concluded with the Ministry of Education and Culture, under the same conditions as the state higher education institutions. The Higher Education Act gives guidance on the calculation of normative elements.

2.3. Autonomy of higher education institutions, enforcement of the principle of self-governance.

2.3.1. Principles of self-governance of higher education institutions

The Constitution ensures the freedom of scientific activities, research and training by rules allowing for the autonomous operation of higher education institutions. Within the institutions, associations of teachers, researchers and students are entitled to such autonomy. The **prime stipulations regarding the autonomous exercising of rights are set forth in the legislation**, autonomy is primarily realised through the activities of the Senate, the rector and the Economic Council responsible for drafting decisions and supervision.

The cornerstones of the autonomy of higher education institutions are their acknowledgement as independent legal entities and the associated powers exercised independently: the right to establish their independent organisational and operating rules including decisions regarding personnel and economic independence also expressed in the right of disposal over their own property, and the development of their training system. Consequently, the supreme body of the institution, the Senate has the following powers: initiate the approval of the educational and research programs as the bases for the training provided in the higher education institution, the ranking of teacher, researcher and managerial applications, the establishment of the higher education institution's scientific council, standing committees and other councils, the launch or termination of a program, decision on the basic budget and raising loans, the utilisation or alienation of real property, the conclusion of a cooperation agreement .

2.3.2. Autonomy of higher education

In addition to the autonomy granted to higher education institutions, the autonomy of higher education also extends to bodies which, although they are not higher education institutions themselves, but serve to safeguard scientific life from external intervention, limit state interference when necessary and represent the special interests of higher education. The bodies set up from the representatives of scientific life include the Hungarian Higher Education Accreditation Committee, the Hungarian Rectors' Conference, the

Higher Education and Scientific Council, the National Council for Doctoral Studies and the National Credit Council. For co-operation on the European level and the implementation of the tasks undertaken in the Bologna Process, the minister of education and culture has set up a **National Bologna Board**. The Higher Education Act also acknowledged the National Union of Students as a legal entity.

- Pursuant to the new Higher Education Act, the rules for first cycle and master training, the structure of the divided and undivided training, the rules of multi-cycle education, the qualifications framework, the procedure of launching a programme, the rules of conferring doctorate degrees with honours, the general rules of statutory credit-based education are all subject to the consent of the Hungarian Rectors' Conference.

- The consent of the Hungarian Higher Education Accreditation Committee is required for the enactment of the government decree pertaining to the rules of doctoral studies, and as stipulated in the Higher Education Act, the Hungarian Higher Education Accreditation Committee provides an opinion in the course of the procedure for the establishment, transformation of higher education institutions, launching an first cycle or master training, or the establishment of a faculty or a doctoral school.

- The National Bologna Board in charge of the co-ordination of the implementation of the Bologna process operates a teacher education committee responsible for the development of teacher training. Regular consultations are held with the participation of experts and specialists, with institutions, the bodies and organisations of higher education concerning the implementation of the tasks arising from the Bologna process and the reform of Hungarian higher education.

3. Describe any changes since Bergen to the institutional structure.

3.1. Brief overview of the institutional structure

Hungarian higher education comprises a total of **72 independent institutions** (2006), as follows:

- State higher education institutions: 31
 - Of this: university: 18
college: 13
- None state higher education institutions: 41
 - Of this: university: 7
college: 34

3.2. The total number of those participating in higher education is 430,431 (academic year of 2006/2007), as follows:

- new entrants in the academic year of 2006/2007: 91,962
- final year: 112,044
- foreign students: 15,110
- women: 241,379

Breakdown of students by status:

- full-time: 249,139
- part time: 155,307
- distance learning: 25,985

Breakdown of students by training levels:

- higher-level vocational training: 24,949
- college-level training (to be terminated): 163,142
- first cycle course: 91,369
- university-level training (to be terminated): 113,429
- master training: 110
- unified, undivided: 7,745
- PhD/DLA training: 7,784
- postgraduate specialist training course: 21,903

3.3. Types of institutions

Formerly, the dual institutional system was divided according to the level of training they provided. As a result of switching over to the multi-cycle structure, the organisational forms of institutions have also been broadened. Based on their training and research activities, the Higher Education Act still distinguishes two types of higher education institutions: universities and colleges. At the same time, any higher education institution may organise

- first cycle training,
- first cycle and master training,
- first cycle as well as master and doctoral studies, or
- master and doctoral studies.

The operation as an institution is subject to the ability to provide any of the above training forms in at least one discipline of science and on more than one level. However, only those higher education institutions may operate as a university, which can ensure the conditions for doctoral studies and the conferring of a doctoral degree. The provision of higher education is subject to state recognition granted by Parliament by way of enacting its decision.

Partnership

4. Describe the structure, which oversees the implementation of the Bologna Process in your country.

The implementation of the tasks arising from the Bologna Process is the responsibility of the minister of education and culture. Similarly to the previous period, the National Bologna Board is in charge of the co-ordination of implementation, with the involvement of the relevant student, trade union, business and social partners. It maintains close co-operation with the field-specific Bologna Boards of the Hungarian Rectors' Conference and the network of a Bologna Promoters and all other stakeholders interested in the implementation of the Bologna Process. The Higher Education and Scientific Council acts as an advisor to the minister, while the tasks related to the quality assurance of new types of training are performed by the Hungarian Higher Education Accreditation Committee. Since summer 2006 interest reconciliation and debates are carried out at an independent forum, the Higher Education Round Table, headed by the minister.

5. Describe the arrangements for involving students and staff trade union/representative bodies in the governance of HEIs.

Pursuant to the Higher Education Act of 2005¹ higher education institutions operate an **Economic Council** participating in the preparation of the strategic business decisions on issues that concern the expedient and efficient utilisation of the resources, assets, public funds and property and the supervision of the implementation thereof. The Senate shall delegate three or four members to the Economic Council, one member of which should be delegated based on the proposal of the student union.

The **Union of Students** may delegate at least one quarter but maximum one third of the membership of the Senate, which determines the education and research tasks of the higher education institution and is chaired by the rector. If not more than one quarter of the students had elected the Union of Students, the Union may only delegate one member to the Senate. In case the student union is entitled to delegate more than one member, one student member shall be delegated by the union of **PhD students**. Higher education institutions may only adopt decisions associated with the students (e.g., training and examination regulation, the principles of awarding and distributing scholarships, welfare benefits, accommodation grant, textbook grants, disciplinary sanctions, etc.) **with the consent of the students**, and/or the representation of students must be ensured in all executive boards and bodies (e.g., Registrars Board). These rights of the students are stipulated by law, and their scopes are specified by the internal regulations of the institutions. The law also provides that the **representatives of students may participate in the**

¹ http://www.okm.gov.hu/letolt/nemzet/naric/act_cxxxix_2005.pdf

work of any board or council set up by the Senate that also acts in issues affecting students
 The members of the representative trade unions in the Senate may not be less than 5–5 percent of the membership of the Senate, but each of such trade unions shall delegate at least one member. The employees and students of the institution, as well as the members of the Economic Council may also attend the meetings of the Senate.

1. Describe the measures in place to ensure the co-operation of business and social partners within the Bologna Process

One of the prime objectives of setting up and operating the **Economic Council** is to enable the higher education institutions to react more flexibly to the needs of the economic and social environment and maintain closer ties with the stakeholders in the region. The law has used all means to promote co-operation between higher education institutions and the economy (e.g., by granting a high level of economic autonomy). The new Higher Education Act has lifted several former restrictions in order to allow higher education institutions to more effectively and efficiently co-operate with the business and social partners in the fields of research and development, innovation, training and services. It facilitates the establishment of joint ventures with external partners, as well as the setting up or supporting of own undertakings (e.g., spin-off) and a venture capital fund, and the establishment of Regional University Knowledge Centres and Co-operation Research Centres. These activities permitted by the new legal regulations are also highlighted among the priorities in the recently launched 2nd National Development Plan pertaining to the co-operation between higher education and the competitive sector and the enhancement of the competitiveness of the economy. At the same time, the law also provides that four members of the Hungarian Higher Education Accreditation Committee must be delegated by chambers and national professional bodies involved in the operation of higher education, while six members of the Higher Education and Scientific Council must be delegated by the chambers, one member each by the Trade Unions of Higher Education Employees and three partner ministries.

The development of training and graduation criteria of first cycle training shall be performed with the participation of the actors in the economy. New training programs for higher-level vocational training will be worked out by the higher education institutions jointly with the economic or field-specific chambers.

B. Main stocktaking questions, including scorecard elements

Degree system

Stage of implementation of the first and second cycle

7. Describe the progress made towards introducing the first and second cycle.

(Scorecard and Eurydice)

Pursuant to the provisions of the Higher Education Act – with the effect of September 1, 2006 – the former structure of separate university and college education was replaced – in an integrated form – by the multi-cycle system. In 2004 two first cycle programs, then from 2005 – not taking into account religious education – 34 first cycle degree programs were launched by higher education institutions. On September 1, 2006 101 programmes and 7 unified, undivided courses resulting in a Master’s degree were commenced. In 2006 accreditation was also granted in the arts programmes, accordingly the new system now comprises 132 first cycle courses and 17 unified, undivided training courses (without religious education). Field-specific preparatory work is underway also in respect of master training. At the initiative of higher education institutions, so far the programs of 117 Master courses have been approved and 35 licences have been issued to launch 28 Master courses in 28 subjects. In the academic year of 2006/2007 master training was started in engineering in one course and in the field of military and national defence studies.

One further change with the introduction of the multi-cycle system will take place in training teachers for small children, for public education, vocational training and also teachers for disabled children. Kindergarten teachers, primary school teachers and conductor courses – built on joint admission criteria – will be granted a first cycle degree. A similar degree may be obtained by teachers of persons with disabilities and vocational instructors (mainly for practical training) in agrarian, technical and economic subjects.

Teachers for classes of 5–12 (13) may obtain a teaching degree in the second cycle after completing their general studies in the first cycle. Thus, both general and specialised teacher training will be carried out as a master training and the formerly separated university and college level teacher training will form a unified structure.

Training programs granting first cycle degrees have already been launched. The structure of teachers' Master courses and the general learning outcomes and competences of teachers' qualifications are stipulated in Government and ministerial decrees, and the training and outcome requirements of the various first cycle courses and master programs are also regulated in a ministerial decree.

Stage of implementation of the third cycle

8. Describe the progress made towards implementing doctoral studies as the third Bologna cycle.

(Eurydice)

1. In the higher education system, doctoral studies constitute the third training cycle designed to prepare students for obtaining a doctoral degree. As early as in 1993, Act LXXX of 1993 on Higher Education created the conditions for establishing a new type of doctoral studies. It provided an institutionalised form for the training ensuring a regulated organisational framework for doctoral studies, which fundamentally differs from the 'one PhD student – one consultant' model. It established scopes of responsibility e.g., the powers of the doctoral council, and allows organised training in accredited doctoral schools. The Higher Education Act of 2005 upheld the same principles but also introduced new elements. The percentage of students following structured doctoral programmes is **100% of doctoral students**. **Doctoral studies may be provided by higher education institution which also provides master training in the given branch of science or art. In the field of arts, institutions may be licensed to provide PhD programs preparing for an academic degree, or DLA programs preparing for a "Doctor of Liberal Arts" degree (hereinafter collectively: doctoral studies).** The special rules pertaining to doctoral studies are specified in **Act CXXXIX of 2005 on Higher education**, while its detailed rules are set forth in the Doctoral Regulation of the higher education institution. **The organisation of doctoral studies, the assessment of the performance of the PhD student and the consultant and conferring a doctoral degree** fall within the powers of the doctoral council of the higher education institution or the discipline-specific doctoral council, and their rules are specified in the doctoral regulations. **Doctoral councils may be organised by discipline of science or a branch of art.** Doctoral studies take **36 months**, adjusted to the specific features of the given discipline and the needs of the PhD student, may be provided individually or in a group, and involve training, research and examinations; the workload of the students is measured in credits. The training blocks include obligatory and elective courses – with compulsory examinations –, some of which are inter-disciplinary, since it would be difficult to conceive a research topic the subject or methods of which would only be related to a single branch of science. **Following the completion of doctoral studies**, a doctoral degree may be obtained in a separate procedure which lasts 2 years on the average. **The person participating in the procedure for obtaining a doctoral degree is a doctoral candidate. Persons who did not attend doctoral studies, but prepared for obtaining the degree on their own, may also become doctoral candidates. Criteria for obtaining a doctoral degree:**

2. **a) fulfilling the obligations stipulated in the doctoral regulation and passing the examination for doctorate verifying the possession of comprehensive scientific knowledge and skills;**
3. **b) verification of commanding two languages -- required to pursue the given discipline of science – as specified in the doctoral regulation;**
4. **c) presentation of independent scientific activities** by articles, studies or other ways; for obtaining a DLA degree, the student must present the results of his or her independent artistic activities in line with the specific features of the given branch of art;
5. **d) independent performance of a scientific or artistic task corresponding to the requirements of the degree;** presentation of a thesis or piece of art; defending the results in a public debate.

The rights and obligations of PhD students participating in the training and the procedure to obtain a doctoral degree are specified in the Higher Education Act, separate legal regulations and the organisational and operational rules of the higher education institution.

Access² to the next cycle

9. Describe the arrangements for access between the first and second cycles and second and third cycles.

(Scorecard and Eurydice)

Pursuant to the Higher Education Act of 2005, a first cycle degree is the prerequisite to the entry to the second cycle. Access to the third cycle is subject to a second cycle degree.

In the Hungarian higher education system, all **first cycle degrees** – as specified in the Higher Education Act – **grant access to a master programme**. Participation in the third cycle is **subject to holding a Master's degree**. A **doctoral degree may not be obtained by those who hold only an first cycle degree**. Based on the outcome requirements of the master training programs that have already been developed, graduates will become qualified to enter the third cycle. Transfer between the various training cycles is provided by law.

The various master programs specify the first cycle course programs where credits may be fully validated, as well as those which may be accessed after collecting the credits in subjects stipulated in the training and outcome requirements. Missing elements of knowledge and therefore credits may be obtained either in the course of first cycle programs or simultaneously, and also in master training, generally by the end of the second term, or in some cases by the time students gain a Master's degree. Training and outcome requirements allow higher education institutions to decide on admission to master training at their own discretion, by comparing the knowledge underlying the awarding of credits (75% acceptance), in line with the training and outcome requirements published in the ministerial decree. Since the system of master courses is still being developed and master courses have been launched only in a small number of training fields, they only allow for some tendencies. These tendencies show that there are certain first cycle programs regarded as direct predecessors of masters, where no bridging courses are needed, while in the case of others bridging courses is a condition to move forward to the master programme.

“Barriers” to access between training cycles may be removed by way of consultations of field-specific fora. The majority of the master programs have so far been developed jointly by the higher education institutions. In the accreditation procedure, the Hungarian Higher Education Accreditation Committee provides an opinion on the initiatives of the higher education institutions. In the course of publishing the training and outcome requirements in a ministerial decree, the Hungarian Rectors' Conference also

² Access as defined in the Lisbon Recognition Convention. Access: the right of qualified candidates to apply and be considered for admission to higher education.

has the right of consent.

Implementation of the national qualifications framework

10. Describe the stage of implementation of the national qualifications framework to align with the overarching Framework for Qualifications of the EHEA ³.

(Scorecard and Eurydice)

Hungary started the development of a higher education qualifications framework nearly concurrently with the preparations for the multi-cycle system, but at least two years ago under the aegis of the National Bologna Board. In setting the objectives, priority was given to providing clear routes of progression within the education structure, and adequate information for the entire society of the functions, goals and content of the degrees that may be obtained at the end of the various cycles in order to facilitate the employment of graduates. Another priority in the process was the role played in quality assurance: the wholly developed framework will provide reference points for external evaluation.

After the preparatory work carried out by a task force, **generic descriptors** were designed for the **first and second cycles**, the requirements of which (learning outcomes, competences and ECTS credits) correspond to those set forth in the Framework of Qualifications for the European Higher Education Area. After a nationwide consultation process, the minister of education published the descriptors in **decree No. 15/2006. (IV. 3.)**. The various training fields are currently preparing the outcome requirements (qualification indicators) based on, and adjusted to the generic descriptors also included **in the training and outcome requirements set in the above decree. The new descriptions lay much more emphasis on the required learning outcomes of the given training, the expected knowledge, skills and competences.** In the case of master programmes, the outcome requirements for the **new master courses** are gradually being included in the decree. Next year will see the development and nation-wide discussion of the generic descriptors for the **doctoral cycle**, and the harmonisation of the current requirements of doctoral studies with the ones to be implemented.

Concurrently with the development of the framework, the Ministry of Education and the representatives of the institutions launched a **curriculum development program**, in the scope of which the representatives of the relevant fields set up specialised teams and discussed the theoretical and methodological issues of designing qualification indicators harmonising with the new framework, as well as the related program development, changes in the curriculum and methodology and the need to modify the evaluation system. The program has largely contributed to the change of attitude that is indispensable in the institutional system, and as a result, a more outcome and competence-oriented attitude has gained ground.

11. What measures are being taken to increase the employability of graduates with bachelor qualifications?

The first cycle programs – with the exception of IT program designer – were launched during the academic year 2005/2006, therefore, no students will graduate in 2006, only the IT program designer course students will graduate in 2007. **Large-scale introduction of the new first cycle programmes only took place in the academic year of 2006/2007. Since Hungary** has a tradition of short cycle training, the chances of those completing a first cycle course are highly likely to be as favourable in terms of employment opportunities as those of former college graduates.

Act CXXXIX of 2005 on Higher Education (hereinafter: Higher Education Act) and its implementing

³ A Framework for Qualifications of the EHEA: <http://www.bologna-bergen2005.no/>

regulations contain several rules which, either directly or indirectly, are aimed to promote the employment and employability of those holding a first cycle degree. The most important are the following.

- In respect of admission to higher education, the Government determines the number of state supported students to be admitted to programs; the relevant proposal of the Government will also be opined by all economic chambers.
- In his proposal concerning the regional distribution of state-funded fields of training, the minister of education pays special attention to **feedback from the labour market**.
- All higher education institutions are obliged to perform regular **career tracking of students**, while the minister of education must operate a national career tracking system. Information derived from the career tracking system serve as a basis for determining the number of students to be distributed among the fields and branches of study programs.
 - All higher education institutions must provide **study and career advising services** for students who are eligible to this service on their own right.
 - Decree No. 10/2006 (IX.25.) of the Ministry of Education and Culture on the General requirements of organising a postgraduate specialist training course permits higher education institutions to launch, at their own discretion, **short-term higher-level short cycle specialised training programs** based on an first cycle degree, to facilitate employment, adjustment to and suitability for employment.
 - According to Government Decree No. 289/2005. (XII.22.) on the two-cycle degree structure, **launching a new first cycle program is subject to the opinion of the professional bodies, employers, and the ministries competent in the field**. The training and outcome requirements must be developed with the participation of the above bodies. These requirements contain the key learning outcomes and competences associated with the level, field and branch of study, program and specialisation.
 - Pursuant to the Higher Education Act, in the case of practice-intensive first cycle programs, **practical training must last for 6 months successively**. From 2006, students participating in higher-level vocational training may conclude so-called student contracts with businesses concerning their practical training.

The Higher Education Act also stipulates that in higher-level vocational training, the development of new training programs must take place jointly with the field-specific and economic chambers. In such cases, the new training must be incorporated in the National Qualification Register through an accelerated procedure.

Quality assurance

National implementation of the Standards and Guidelines for QA in the EHEA⁴

12. On the whole, the national system of QA is already in line with the Standards and Guidelines for QA in the EHEA⁵.

(Scorecard and Eurydice)

- Hungary operates an integrated national quality assurance system complying with the standards and guidelines of EHEA. The Higher Education Act clearly defines the roles and responsibilities of the stakeholders of higher education (management authority, institutions, national quality assurance agency) in quality assurance. The level of implementation of certain EHEA standards may yet be improved.

⁴ <http://www.enqa.net/files/BergenReport210205.pdf>

⁵ EHEA = European Standards and Guidelines (“*Standards and Guidelines for Quality Assurance in the European Higher Education Area*”)

- Steps having been adopted with a view to harmonisation:
 - enactment of the new Higher Education Act
 - tenders at national level for upgrading the quality assurance systems in the institutions (1st National Development Plan)
 - new Government Decree on the HAC
 - setting up a HAC Appeals Committee
 - involvement of students in the external evaluation teams
 - publication of the entire text of accreditation reports
 - invitation of further tenders on national level, for the enhancement of the quality assurance systems in the institutions, in order to achieve fuller harmonisation (2nd National Development Plan)

Stage of development of external quality assurance system

13. Describe the quality assurance system operating in your country.

(Scorecard and Eurydice)

- the stage of implementation of the external quality assurance system
Hungary has operated an external quality assurance system since 1993. Thus, only a few elements needed to be upgraded after the Ministers' Meeting in Bergen, to ensure its harmony with EHEA.
- the scope of your external quality assurance system: does it operate at a national level; does it cover all higher education?⁶ Yes.
- which of the following elements are included in your external quality assurance system:
 - internal assessment Yes.
 - External review Yes.
 - Publication of results Yes.

The first peer review of the national quality assurance agency was conducted in 1999–2000.⁷ The next external evaluation is planned to take place in 2008. We shall follow the procedure developed by ENQA, the Terms of Reference will be formulated by the HAC body to be set up in 2007.

Level of student participation

14. Describe the level of student participation in your national quality assurance system.

(Scorecard and Eurydice)

Please include:

- whether students are included in the following aspects of quality assurance:
 - as regards the governance of the national agencies for quality assurance, a representative of each of HÖOK (National Union of Students in Hungary) and DOSZ (National Union of PhD Students in Hungary) attends HAC meetings with the right of consultancy, they may also make addresses in the issues related to the operation of HAC.
 - as regards the external review teams, either as a full or observer member, the expert teams conducting the institute accreditation reviews have at least one student as a full member (delegated by HÖOK and/or DOSZ).
 - as regards the decision making process for external reviews: a representative of each of the

⁶ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

⁷ For the complete self-assessment and the external evaluation report, please refer to <http://www.HAC.hu/doc/extevalhac.pdf>

HÖOK and DOSZ attends the HAC meetings with the right of consultation.

- as regards the consultation process during external reviews (e.g. arrangements for external reviewers to consult with students), in the course of reviewing the institute accreditations, the expert team holds a meeting with the students of the relevant institution, whose observations are integrated in the accreditation report.
- as regards the consultation process during external reviews, owing to their membership in the Senate of the institutions, students play an active role in the decision-making process related to the development of the internal quality assurance system. Further, HAC also recommends the participation of students in the self-assessment of the institution.

Level of international participation
 15. Describe the level of international participation in your national quality assurance system.

(Scorecard and Eurydice)

Please include:

- whether there is international participation in the following aspects of quality assurance
 - governance of the national agencies for quality assurance: Between 1993 and 2006, HAC operated an International Advisory Board. From 2007, the current members of this Board will assist the work of HAC as individual experts.
 - external evaluation of national agencies for quality assurance: The external evaluation of HAC in 1999–2000 was conducted by a 7-member panel, comprising only foreign experts. The year 2008 evaluation is also planned to take place with the participation of foreign experts.
 - teams for external review: yes, occasionally, if it is required by the specialty (the number of unbiased Hungarian experts is insufficient).
 - membership of ENQA: Full member (+ Board member)
 - membership of any other international network: full member of INQAAHE (+ Board member)
 CEEN (**Network of Central and Eastern European Quality Assurance Agencies in Higher Education**) full member (+ General secretary, secretarial tasks)

Recognition of degrees and study periods

Stage of implementation of Diploma Supplement
 16. Describe the stage of implementation of the Diploma Supplement in your country.

(Scorecard and Eurydice)

Please include:

- the percentage of students graduating in 2007 who will receive a Diploma Supplement 100%
- which of the following apply to Diploma Supplements issued in your country:
 - issued in a widely spoken European language YES
 - free of charge YES
 - automatically YES
 - correspond to the EU/CoE/UNESCO Diploma Supplement format. YES

Legislation

Hungary created the possibility for higher education institutions to rightfully issue, from July 1, 2003 – at the request of the student – a free Hungarian language Diploma Supplement or an English language version

thereof at the student's expense as early as in the 1993 Higher Education Act⁸. **Pursuant to the Higher Education Act⁹ of 2005, Diploma Supplements in Hungarian and English languages must be issued free of charge to all students.** The same Act also provided that in the case of programmes in national and ethnic minority education, students may request the Diploma Supplement in the minority language concerned, if the student requests so.

Central support and co-ordination

Even though the Act referred the issue of the Diploma Supplement to the scope of responsibility of higher education institutions, after July 1, 2003 the Ministry of Education and Culture undertook to create the required professional and IT background, thus ensuring the uniform implementation of the stipulation and supporting institutions in the course of discharging this cost and labour-intensive new task.

The support and co-ordination provided by the Ministry of Education and Culture covers the following:

- In the scope of a public procurement procedure, it developed a Diploma Supplement Generation Computer Program, made available to the higher education institutions free of charge in December 2004. The program could print Diploma Supplements with the help of data imported from computerised student record systems, but also supported the manual production of Diploma Supplements.
- In the first half of 2006, it upgraded the Diploma Supplement Generation Program so that it was capable – in compliance with the provisions of the 2005 Higher Education Act – for the mass production of Diploma Supplements and link the Diploma Supplement database with the database of the National Europass Centre set up under the decision of the Ministry of Education and Culture.
- **In compliance with the regulation of the European Parliament and the Council¹⁰ regarding the document package of Europass and the National Europass Centre, it formulated and finalised the contents of the Diploma Supplement, which thus now corresponds to the eight groups of questions specified by the regulation in respect of Diploma Supplements.**
- **Also in adherence to the EU regulation, it designed the standard form for Diploma Supplement, which has the Hungarian coat-of-arms on its cover page and the Europass logo inside, and which is placed in an Europass dossier.**
- In 2005 and 2006 it held a several-day training for the Diploma Supplement co-ordinators of higher education institutions where they learnt of the use of the Diploma Supplement Generation Program as well as prepared for the tasks arising from the new Higher Education Act and the EU regulation.
- It had prepared, translated into English, as well as Croatian, German, Roma, Romanian, Serbian, Slovakian and Slovenian languages, and published the professional materials required for the Diploma Supplement. (Name of programs in the Hungarian higher education, terms used in higher education, description of the Hungarian higher education system, etc.)
- It created and operates a Diploma Supplement website, as well as a help desk, to respond, within the shortest possible time, to error reports related to the Diploma Supplement Generation Program and other questions, complaints and reports related to this document.

In co-operation with the National Europass Centre, it participates in events where the general public may get acquainted with this document.

National implementation of the principles of the Lisbon Recognition Convention

17. Describe the stage of implementation of the main principles and later supplementary documents¹¹ of the Lisbon Convention.

⁸ Article 97(8) of Act LXXX of 1993

⁹ Article 63(2) of Act CXXXIX of 1995

¹⁰ Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass)

¹¹ Recommendation on the Criteria and Procedures for Recognition, 2001; Recommendation on the Recognition of Joint Degrees, 2004; Code of Good Practice in the Provision of Transnational Education, 2001

(Scorecard)

Hungary joined the Convention in Lisbon on April 11, 1997, and deposited the confirmation document and the declaration made pursuant to Articles II. 2. and IX. 2. of the Convention at the European Council on February 4, 2000. Pursuant to Article XI. 2., the Convention was applicable to Hungary from April 1, 2000. The Convention was promulgated and integrated into Hungarian legislation by Act XCIX of 2001. The tasks of ENIC – European Network of Information Centres defined in Article IX. 2. of the Convention are performed by the Hungarian Equivalence and Information Centre operating as a department of the Ministry of Education and Culture; its scope of activities includes, among others, the provision of information regarding the Hungarian recognition of foreign certificates and the institutions and training available in the Hungarian education system.

The recognition of foreign certificates and diplomas in Hungary is regulated by Act C of 2001 which entered into effect on January 1, 2002. The Act regulates recognition in line with the principles formulated in the Lisbon Recognition Convention and the Addendum, using the same terminology as the Convention. (Enactment of the principles specified in the Addendum concerning the recognition of joint degrees has taken place by the amendment of the relevant legal regulation.) The Act ensures fair treatment for holders of foreign qualifications, and the recognition of foreign certificates, diplomas and studies in another HEI, unless there are “substantial differences” between the Hungarian and the foreign qualification, as well as the possibility of resorting to legal remedy. The burden of proving “substantial differences” always lies on the recognising authority.

Stage of implementation of ECTS

18. Describe the credit and accumulation system operating in your country.

(Scorecard and Eurydice)

All public institutions and institutions recognised by the state in Hungary were required to introduce and apply the credit system as of September 2002 by a Government decree issued in the spring of 1998. The decree was founded on the implementation proposals of the research project which was conducted under the auspices of TEMPUS-CME during 1996-97. The Minister for Education set up a professional body (National Credit Council) and an office providing professional services and lending technical assistance (Office of the National Credit Council) to aid preparation for introduction and to grant professional support for operation. Since 2002 the national credit system has thus been in full conformity with ECTS, moreover, it has been serving the purpose of not only credit transfer but also accumulation. While it entirely fulfils its accumulation function, its use as a transfer system is tied to the actual extent of student mobility, which is below average both within the country and relative to European figures.

Please include:

- the stage of implementation of ECTS in academic year 2006/2007

ECTS (that is the national credit system identical to ECTS) has practically been fully implemented. As a result of the aforementioned decree, half of the institutions have been employing the credit system as of September 2002, whereas the rest introduced it somewhat later in September 2003, mainly in a phasing-out system. In other words, all Hungarian public institutions and private, church and foundation institutions recognised by the state use the credit system both as a means of transfer and accumulation. Therefore, today all students – except those who enrolled for the last years in the five-year programmes – pursue studies in the credit system.

- the percentage of first and second cycle programmes using ECTS in academic year 2006/2007

Given the fact that first cycle programmes were first launched in Hungary in 2004, and as from September 2006 only programmes in the multi-cycle system may be launched (except certain programmes, such as those in medicine and law), each first cycle programme operates under the credit system whilst second cycle programmes in Hungary will commence for the first time in the autumn of 2007, and will be delivered in the credit system.

- how any other credit or accumulation system in use relates to ECTS: is it compatible with ECTS; what is the ratio between national and ECTS credits.

The first credit decree issued in 1998 ordered for institutional credit systems to be compatible with ECTS, and the credit decree of 2000, which replaced the former decree, provided for the use of ECTS parameters as such in the credit systems both serving a transfer function and an accumulation function. The Hungarian accumulation and credit transfer systems are hence both based on workload, taking into account the number of contact hours and the time students spend with individual work. A total of 30 student study hours = 1 credit. 1 academic year merits 60 credits on average, allowing for a deviation of +/- 10% for institutions when designing their sample curricula as stipulated in the decree. The decree also requires institutions to publish all pieces of information that are listed in the information package of the ECTS Manual.

19. Has your country produced a national plan to improve the quality of the process associated with the recognition of foreign qualifications? If so, give a brief description of the plan and attach a copy.

The Hungarian action plan for recognition was devised by the Hungarian Equivalence and Information Centre, the Hungarian ENIC, which operates as a department under the Ministry of Education and Culture. The action plan was prepared on the basis of the set of criteria and the sample document worked out by the Hungarian ENIC, the NARIC Advisory Board and the Bureau of the Lisbon Recognition Convention Committee and adopted by the Bologna Follow Up Group on 7 April 2006. The national action plan for recognition has been annexed to the present national report.

Recognition in Hungary is regulated by Act C of 2001 on the recognition of foreign certificates and degrees. The Act refers recognition with the purpose of pursuing further studies to the competence of education institutions. In order to allow for a complete review of the way the recognition of foreign certificates and degrees actually takes place – with special regard to recognition for the pursuit of further studies – in the action plan, the Hungarian ENIC has drawn up and sent out a questionnaire to Hungarian HEIs to enquire about the recognition practices of HEIs in more detail. The questionnaire could be answered online at the homepage of the Ministry of Education and Culture (www.okm.gov.hu/akcioterv). The responses given by the institutions have been processed by the Hungarian ENIC, and then incorporated into the national recognition action plan, while a summary generated on the basis of the answers received was also published on the Hungarian ENIC's homepage.

Besides presenting the Hungarian practice and legislative background of the recognition of foreign certificates and degrees, the action plan also formulates recommendations with a view to the enhancement of the quality of recognition procedures.

Lifelong Learning

Recognition of prior learning

20. Describe the measures in place to recognise prior learning, including non-formal and informal learning.

(Scorecard)

The New Hungary Development Plan, one of whose priorities is the enhancement of employability, sets **the**

dissemination of new types of learning, including the different forms of distance education, as a priority task to expand learning opportunities. By linking the formal, non-formal and informal systems we seek to strengthen the connection between the various stages and forms of learning and to allow for **transfer between training programmes**. The **Social Renewal Operative Programme** promotes the conversion of education and training in terms of both content and approach, and advocates the spread of **individual competences**. The draft plan formulates the national qualifications framework in alignment with the implementation process of the European Qualifications Framework (EQF), which shall ensure that competences acquired through non-formal and informal learning are recognised in the formal system and in the labour market, and design the tools for their outcome-based assessment.

The Operative Programme also aims at the creation of **validation systems**. Such systems shall function to enable the assessment and recognition of competences acquired in formal, non-formal and informal settings, the recognition of degrees and learning outcomes, and the adoption of procedures for translation into the outcomes-based indicators of the national and European qualification frameworks (in higher education) with regard to the bachelor, master and doctoral cycle, integrated programmes and integrated programmes leading to joint degrees. The action plans relating to the programme are currently under development.

21. Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education.

Please include:

- any flexibility in entry requirements

Entry requirements and procedures are governed by a new Government Decree, promulgated on 27 November 2006, which makes the requirements more flexible in various aspects.

- admission to higher education is based on a score calculated by the conversion of 5 secondary school subject grades and secondary school leaving examination results. 3 subjects are mandatory (Hungarian language and Literature, History and Mathematics), while the other two of the 5 subjects are selected by the applicant (on condition that one of them is a foreign language).

- flexibility in the requirements is also ensured by awarding extra points for some formerly acquired knowledge or skills, provided that these can be attested. Thus the advanced level secondary school leaving examination, at least intermediate proficiency in a foreign language (if evidenced by a certificate), winning places at national, European and world education, scientific, innovation, art and sports competitions (generally, the first three places are eligible for extra points) merit extra points.

- any flexible delivery methods, modular structures of programmes

Selection and application of teaching methods fall entirely within the scope of the autonomy of the HEI, and hence are not subject to any legislation. Hungarian higher education is nonetheless dominated by the presence of traditional university methods, while the Government endeavours to support (among others, through the measures of the National Development Plan) the mainstreaming of flexible teaching methods in higher education.

The **introduction of the credit system**, on the other hand, has afforded considerably more flexibility in the implementation of curricula and granted greater freedom in planning individual learning paths. To this end, **certain rules of the former Government Decree concerning the operation of the credit system have been transplanted into the new Higher Education Act**. Accordingly, Section 58(4) of the Act states that “Students shall be granted an opportunity to enrol for optional course-units **up to five percent** of the credits required for awarding the degree, and shall be offered a range of credit-earning course-units to select from at least twenty percent in excess of the total number of credits required. Students in state-supported training shall be allowed to develop their individual course schedules in a way that they can take credit-earning course-units ten percent in excess of the compulsory number of credits without any change.” This provision aids students in developing their individual course

schedules and obliges HEIs to cater for a minimum level of flexibility.

Subsection (6) stipulates that “The higher education institution shall publish a recommended curriculum to aid the design of the students’ own course schedules. In planning individual course schedules, students may deviate from the curriculum recommended by the higher education institution. The student may accrue the credits required for the award of the diploma in a shorter or longer period than the actual duration of the programme.” Similarly, this provision also facilitates the development of individual learning paths.

At the same time, modularised programme structures have been less typical so far, albeit Government Decree No. 289/2005, promulgated in December 2005, sets a framework for planning new first cycle courses and thereby allows institutions to freely establish so-called specialisation streams (orientation, specialisation modules) when developing their programmes. The annex to the Decree lists numerous possible specialisation streams as an example. Since as of September 2006 courses may be launched only in the cyclic structure, HEIs will now be offering these specialisation modules, which will greatly augment the diversity and flexibility of individual learning paths.

Joint degrees

Establishment and recognition of joint degrees

22. Describe the legislative position on joint degrees in your country.

(Scorecard and Eurydice)

The provisions of the higher education law expressly allow Hungarian HEIs to deliver together with foreign HEIs joint programmes leading to joint degrees in all three cycles (bachelor, master, doctoral), and also in the case of postgraduate specialist courses. Pursuant to Act CXXXIX of 2005 on Higher Education the following five criteria should be met in order for Hungarian HEIs to arrange joint programmes with foreign HEIs and consequently, to confer Hungarian or foreign or joint degrees:

- a) the HEIs are entitled to provide such programmes,
- b) the HEIs concerned have agreed as to the organisation of the programme,
- c) the HEIs concerned have been granted state recognition in their state of residence,
- d) the degree issued is accepted as a degree awarded in higher education pursuant to the relevant national law of the countries concerned,
- e) the agreement expressly specifies the Hungarian first, second and third cycle programme or postgraduate specialist course requirements to which the joint programme conforms.

The recognition in Hungary of foreign degrees obtained abroad by the completion of joint programmes is permitted by Act C of 2001 on the Recognition of Foreign Certificates and Degrees. The Act stipulates that a joint foreign degree may be recognised as equivalent to a higher education degree obtainable in Hungarian HEIs if the joint foreign degree qualifies as a higher education degree as per the domestic law of at least one state that has accepted the Lisbon Recognition Convention as binding, and all foreign HEIs issuing the joint degree have been granted state recognition in their state of residence.

Due to the legislative environment that has created favourable conditions for joint programmes, Hungarian HEIs are ever more eager to grab the opportunity afforded by law and launch joint programmes conferring joint degrees.

C. Current issues in Higher Education

Higher education and research

Describe the relationship between higher education and research in your country - what percentage of research is carried out in HEIs? Are any steps being taken to improve the synergy between HE and other research sectors?

Higher education institutions are research and development centres at the same time. **Research is a fundamental role of HEIs**, as explicitly declared by Act of 2005 on Higher Education.

In 2005 the total staff number of R&D units is **49,723** (as opposed to 49,615 in 2004), which is a **0.2% increase**. From that number **28,702** people worked in **R&D units of higher education** (as opposed to 29,262 in 2004), a **decrease by 1.9%**.

In 2005 the full-time equivalent (FTE) calculated for staff employed in R&D units is a total of **23,239** (as opposed to 22,826 in 2004), a **1.8% growth**. From that number, **8,194 persons are employed in higher education** in 2005 (as opposed to 8,527 in 2004). **As compared to 2004**, in 2005 the full-time equivalent **dropped by 3.9%** in higher education, which is a sector employing more than half of the R&D staff.

In 2005 the total R&D expenditures of R&D sites are **HUF 207,764 million** (cf. HUF 181,525 million in 2004), a **14.5% rise**. From that number the R&D expenditures of higher education are **HUF 52,246 million** (HUF 44,615 million in 2004). Although the R&D expenditures of higher education showed a more significant **17.1% improvement** as compared to 2004, only 25.1% of all R&D expenditure is allocated to higher education.

The most intense publication activity was invariably carried out by HEIs in 2005.

In 2005 higher education research sites worked on **10,779 themes** (data per 100 scientists and engineers (FTE): 182), **that is, almost half of the 22,935 research themes and development tasks in progress** (22,612 in 2004), (data per 100 scientists and engineers (FTE): 144). Out of 4,745 (4,972 in 2004) books and chapters published 3,419, and out of 33,412 (31,527 in 2004) articles published 22,828 have emerged from higher education.

The synergy between higher education and other research sectors is served by the provisions of Act of 2005 on Higher Education permitting and supporting the economic activity of higher education institutions (e.g. establishing spin-off firms, forming venture capital funds) as well as the establishment and promotion of **Regional Higher Education Knowledge Centres and Cooperative Research Centres**.

Source: Research and Development, 2005, Central Statistical Office (CSO), Budapest, 2006.

23. What percentage of doctoral candidates take up research careers? Are any measures being taken to increase the number of doctoral candidates taking up research careers?

What percentage of doctoral candidates take up research careers?

No data available. Among others, a comprehensive, nationwide tracking system, which is to be put in place within the framework of the **New Hungary Development Plan**, will provide such information.

Are any measures being taken to increase the number of doctoral candidates taking up research careers?

The science policy strategy in progress aims to **greatly increase research capacity as well as the number of researchers graduating from doctoral programmes, first of all in the areas of natural and technical sciences**; to raise the proportion of people with qualifications in natural and technical sciences, create more (mainly corporate) jobs requiring such qualifications; integrate postdoctoral employment into the system of objectives of employment policy. Also within the framework of the National Development Plan a comprehensive scholarship programme will be established to support instructor/researcher careers.

The social dimension

25. Describe any measures being taken in your country to widen access to quality higher education.

From 2005 on, the Government has supported the admission of so-called disadvantaged students to state supported programmes as well as their pursuit of studies. In 2005 and 2006 the involved applicants were allowed to start their tertiary studies with a lower number of points, and from 2007 on they are going to receive extra points in the admission system, which may amount to 5-10% of the available points. In 2005 and 2006 270 and 370 students commenced their state-funded studies within the programme's framework, respectively. The affected students are receiving mentoring assistance in higher education institutions, which promotes their integration and accomplishment of studies.

The opportunity of access to dormitory placement for socially disadvantaged students improved. On the one hand, the Higher Education Act and its implementation decree have set up a compulsory priority requirement and a compulsory placement requirement for disadvantaged, disabled, orphaned and child-raising students. On the other hand, a programme related to the improvement of dormitory placement and placement in students' hall of residence was launched with the Government's approval and resort to private capital (PPP).

As a further measure, the amount of available student loan was increased and students may use the loan to pursue their studies in any EEA member state.

26. Describe any measures to help students complete their studies without obstacles related to their social or economic background.

Pursuant to the Higher Education Act, all higher education institutions must have in place an **academic and career counselling system** that aims to provide academic and social assistance as well as support career planning.

The Ministry of Education and Culture and the civil sector are operating a guidance system for disadvantaged students which, primarily by mentoring, helps them integrate and combat their disadvantage. The participants of the programme evaluate the programme on an annual basis and continuously monitor students' higher education progress. Based on this, the programme will be evaluated later.

Students participating in a state supported training may receive grants, among other socially-based grants, too. In this framework the institution decides on the grant and its extent on the basis of the individual's social situation. Within the measure's framework the power of decision lies in the hands of institutions and the state provides budgetary aid. 10-20% of the students receive the assistance.

Besides, there is a continuously expanding student loan system in place.

Mobility

27. Describe any measures being taken to remove obstacles to student mobility and promote the full use of mobility programmes.

Measures taken to increase **inward student mobility** are mainly related to increasing the attractiveness of Hungarian higher education. The proportion of foreign students studying in Hungary in the academic year 2005/2006 was ca. 3.2% of the total number of students. Apart from neighbouring countries (nearly 60% of foreign students), the greatest number of foreign students arrive from Germany, Israel and Norway and enroll in foreign language programmes.

- Infrastructure development programme including private capital (primarily **modern students' halls**

of residence are being built).

- Upon the initiative of the Ministry of Education and Culture, the so-called **scholarship fund** was established in 2005 under the management of the Hungarian Scholarship Committee.
- The application of the Hungarian credit system is being adjusted more and more strictly to the operation of the European Credit Transfer System (ECTS) by legal provisions. Thus, a Government Decree defines in detail the topics that need to be included in an Information Package by higher education institutions and publicised among students. Through the Tempus Public Foundation, which also functions as the Hungarian Socrates/Erasmus Agency, by now almost all state higher education institutions have accepted to publicise this information in English as well. More than half of these institutions have a website making this information available in English too.
- Higher education institutions, using the Government's financial assistance, created an international student recruitment agency (Campus Hungary), which aims to promote the image of Hungarian higher education as well as to recruit foreign students for national institutions.
- the Government has been making bilateral inter-governmental agreements with several countries, and hence a significant number of foreign students are coming to Hungary.

Measures taken to increase **outward student mobility**: the new Higher Education Act is encouraging Hungarian students to study abroad (e.g. by recognising credits gained abroad), and makes the student loan portable. The Government's efforts to improve language competency during the past years as well as the expansion of mobility information networks have a stimulating impact.

28. Are portable loans and grants available in your country? If not, describe any measures being taken to increase the portability of grants and loans.

With the entry into force of Government Decree No. 86/2006 (12 April) on the student loan system and the Student Loan Centre, Hungarian citizens and other persons under equal judgement specified by the law studying in a state-recognised higher education institution within the European Economic Area offering a qualification recognisable as a higher education qualification in Hungary, may receive a student loan from the academic year 2006/2007.

The Higher Education Act of 2005 offers two alternatives for the portability of financial assistance:

- a) Within the framework of a central application system (its elaboration is still in progress)
- b) In the case of a period of study in another higher education institution, the Hungarian institution accepting the credits may provide a grant.

29. Describe any measures being taken to remove obstacles to staff mobility and promote the full use of mobility programmes.

The effective regulation of Hungarian higher education (Higher Education Act and its implementation decrees) grants a far-reaching professional autonomy for higher education institutions in the area of staff mobility, too.

As regards national mobility, the framework of legal conditions for staff mobility is guaranteed by the Higher Education Act and Government Decree No. 53/2006 (14 March) on the Higher Education Implementation of Act XXXIII of 1992 on the Legal Status of Public Servants and Certain Issues of Employment in Higher Education Institutions. The effective laws – within the frames of the staff labour contract and the collective agreement – guarantee staff mobility as well as the right to participate in educational activities of other higher education institutions.

The restriction entering into force with the new Higher Education Act introduces an indirect confinement concerning double employment in order to promote quality assurance. International mobility is primarily promoted by the foreign relations of higher education institutions, EU mobility programmes or the individual applications of instructors. The exploitation indicators of EU mobility programmes in Hungary are quite good. In the evaluation of higher education institutions and in the accreditation of higher

education institutions and programmes international mobility appears as a pivotal aspect.

There is no legal obstacle to the employment of foreign instructors in Hungary.

The attractiveness of the EHEA and cooperation with other parts of the world

30. Describe any measures being taken in your country to promote the attractiveness of the EHEA.

Hungarian higher education has far-reaching relations with various parts of the world both on governmental and institutional level. This, however is not yet reflected in the mobility figures of students and staff. Nearly 60% of incoming student mobility is from the neighbouring countries, figures for countries outside Europe have recently started to increase as a result of state and institutional efforts.

Future challenges

Give an indication of the main challenges ahead of your country.

The main challenges ahead of Hungary are described in the New Hungary Development Plan 2007-2013¹², which sets the creation of steady economic growth and the enlargement of employment as its principal goal. To this end, launching and continuing the reform of the great state distribution systems and the education system is indispensable. Top priorities for higher education are the following:

- Enhance the role of higher education in the establishment of a knowledge-based economy, and in the accomplishment of tasks ahead of our country (with special regard to the improvement of research and development potential and economic competitiveness),
- Foster the innovative activities and co-operations of universities, research institutes and enterprises, especially in areas with great potentials and perspectives for the country, providing adequate human capacity and professional training,
- Harmonise degrees with the changing requirements of the economy and the labour market to a greater extent, improve the conditions for accessing usable knowledge and skills, join the system of lifelong learning linking formal, non-formal and informal systems,
- Improve the quality of higher education – continuing other developments (e.g. infrastructure development) consequent upon quantitative growth – ensure access to training programmes, at the same time improve the quality of training and institutional operation, enforce performance principles as well as efficiency criteria to a greater extent,
- Broaden the participation of higher education in regional development as well as in reducing regional differences.

¹² <http://www.nfh.hu/index.nfh?r=&v=&l=&d=&mf=&p=umftartalom>

Appendix

Legal conditions

Act CXXXIX of 2005

on Higher Education

Act LXXIII of 2006

on the Amendment of Act CXXXIX of 2005 on Higher Education

Act C of 2001

on the Recognition of Foreign Certificates and Degrees

Government Decree No. 289/2005 (22 December.)

on University-level First cycle Degree Programmes and Master Programmes, and the Procedure of Launching a Programme

Decree No. 15/2006 (3 April) of the Ministry of Education and Culture

on the Academic and Exit Requirements of First cycle Degree Programmes and Master Programmes

Government Decree No. 51/2006 (14 March)

on the National Higher Education Registration Centre and its Detailed Rules of Procedure

Government Decree No. 52/2006 (14 March)

on the Amendment of Gov. Decr. 8/2005 (19 January) on the Training- and Maintenance-Related Statutory Funding of Higher Education Insitutions

Government Decree No. 53/2006 (28 March)

on the Higher Education Implementation of Act XXXIII of 1992 on the Legal Status of Public Servants and Certain Issues of Employment in Higher Education Institutions

Government Decree No. 68/2006 (28 March)

on the Council For Higher Education and Science

Government Decree No. 69/2006 (28 March)

on the Hungarian Accreditation Committee of Higher Education

Government Decree No. 79/2006 (5 April)

on the Implementation of Certain Provisions of Act CXXXIX of 2005 on Higher Education

Government Decree No. 175/2006 (14 August)

on the Benefits Provided for Higher Education Students

Decree No. 8/2006 (7 September) of the Ministry of Education and Culture

on Official Higher Education Administrative Procedure Fees

Decree No 10/2006 (25 September) of the Ministry of Education and Culture

on the General Conditions of Organising Postgraduate Specialist Trainings

Government Decree No. 237/2006 (27 November)

on Admission Procedures of Higher Education Institutions

Government Resolution No. 1108/2006 (20 November)

on the Quota For State-funded Students Admissible to Higher Education Training in 2007

Government Decree No. 221/2006 (15 November)

on the Quality Award for Higher Education

NATIONAL ACTION PLAN FOR RECOGNITION

In Hungary the Hungarian ENIC was designated the task of drafting the National Action Plan for Recognition, which had been drawn up by the ENIC Bureau, the NARIC Advisory Board and the Bureau of the Lisbon Recognition Convention Committee and approved by the Bologna Follow Up Group on 7 April, 2006.

Since in Hungary academic recognition belongs to the sphere of competence of the higher education institutions, the Hungarian ENIC conducted a survey on the institutional practice through a questionnaire on the academic recognition practice of the higher education institutions which was sent to the heads of all the faculties of the higher education institutions concerned. In order to facilitate responses an on-line version of the questionnaire was also made available on the web site of the Ministry of Education and Culture¹³.

Altogether 124 completed questionnaires were processed by the Hungarian ENIC. A summary of the results of the Survey on the Practice of the Higher Education Institutions in the Field of Academic Recognition (as later referred to in the text) is published on the same web site.

1. Legislation

1.1 Council of Europe/UNESCO Convention

Hungary signed the Lisbon Recognition Convention on 11 April 1997, and ratified it on 4 February 2000.

In order for the Lisbon Recognition Convention to become part of the Hungarian legislative system, the Convention was promulgated by an Act¹⁴.

1.2 Review of national legislation relevant to recognition

In Hungary it is the Act on Recognition THAT regulates the recognition of foreign certificates and degrees¹⁵.

Sections of the Act on Recognition that concern academic recognition were drawn up in accordance with ALL the principles, regulations and the subsidiary texts of the Lisbon Recognition Convention.

¹³ Text available at: www.okm.gov.hu/akcioterv

¹⁴ Act XCIX of 2001. Text available at: <http://net.jogtar.hu/jr/gen/getdoc.cgi?docid=a0100099.tv>

¹⁵ Act C of 2001 on the recognition of foreign certificates and degrees
Text available at: http://www.okm.gov.hu/letolt/nemzet/naric/et_angol.pdf

The national legislation concerning recognition is being reviewed regularly, in compliance with the obligations of legal harmonization both on national and international levels. As an example, in November 2005 a new act on public administration procedure took effect in Hungary which made the amendment of the Act on Recognition necessary. Similarly, Directive 2005/36/EC on the recognition of professional qualifications, which will enter into force on 20 October 2007, necessitates the amendment of some regulations of the Act on Recognition.

The regular reviews have provided opportunities to incorporate new developments concerning academic recognition arising from the Bologna process into Hungarian legislation.

Other than the above-mentioned reviews no further re-evaluation of the national legislation is foreseen.

1.3 Bilateral or regional recognition agreements

Hungary is a signatory party to several bilateral agreements concerning the recognition of qualifications¹⁶ some of which agreements cover recognition matters solely.

The principles of the Lisbon Recognition Convention had already been considered in the bilateral agreements drafted after the approval of the Convention, thus recognition of foreign qualifications under the ruling of these agreements is granted unless there is a substantial difference.

Hungary is also a signatory party to further agreements¹⁷ which only touch upon the issue of qualification recognition.

Having revised the agreements the conclusion is that they contain no regulations contradicting the principles of the Lisbon Recognition Convention.

2. Recognition practice

2.1 Criteria and procedures

As it was pointed out in 1.2, regulations concerning academic recognition were drawn up in view of principles laid down by the Lisbon Recognition Convention and the Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications.

¹⁶ Texts of these agreements available at: <http://www.okm.gov.hu/main.php?folderID=912&articleID=4653&ctag=articlelist&iid=1>

¹⁷ Like the regional CEEPUS Agreement, which stipulates the automatic recognition of periods of studies.

Since in Hungary academic recognition is done by higher education institutions, the Hungarian ENIC has recently conducted a survey entitled “Survey on the Practice of the Higher Education Institutions in the Field of Academic Recognition” to collect information on the recognition practices of the institutions, in order to see whether the rules applied by them for academic recognition are consistent with the stipulations of the Lisbon Recognition Convention, its subsidiary texts and the relevant national law.

Information to applicants

The Survey on the Practice of the Higher Education Institutions in the Field of Academic Recognition has showed that the number of applications for academic recognition diverges drastically among higher education institutions, they vary from 1-2 to 600 per year.

Responses to the Survey established that the majority of the higher education institutions offer information in printed format to assist applicants and they also give information on the phone if necessary. It is concluded that only a few institutions make information on their recognition procedure available on their web sites.

Recommendation: Higher education institutions with a significant number of applications should provide essential information on their academic recognition procedure on their web sites as well.

Information on the qualification for which recognition is sought

According to Hungarian legislation, primarily it is the applicant’s responsibility to provide the necessary documents for the recognition procedure. Nevertheless, where necessary, higher education institutions also have the right to contact the issuing foreign institution or the relevant authority to seek further information on the given qualification.

Nonetheless, if the applicant is a refugee, Hungarian law makes it possible for the higher education institutions to exempt them from providing the required documents.

Results from the Survey on the Practice of the Higher Education Institutions in the Field of Academic Recognition suggest that in respect of information on the qualification Hungarian higher education institutions do not seem to encounter difficulties. In most cases, if further information is required, institutions contact the Hungarian ENIC and some institutions look for information on the Internet.

The Survey has also revealed that only in a few cases would higher education institutions contact the Hungarian ENIC concerning each and every recognition case, while 3 of the institutions contact the issuing foreign higher education institutions in every case.

Recommendation: Although Hungarian ENIC is more than ready to answer all enquiries received from higher education institutions, it is recommended that in order to shorten the length of the procedure they should only contact the Hungarian ENIC in case of doubt,

while in case of similar qualifications they can refer to their previous decisions. Furthermore, the foreign higher education institutions should only be contacted in case of justified doubt about the authenticity.

Fees

Under present regulations higher education institutions are enabled to charge fees for the assessment of foreign qualifications, in compliance with the law that determines the maximum amount in one-fourth of the minimum wage.

At the same time, higher education institutions may request the assistance of the Hungarian ENIC to give expert opinion on a certain qualification, in which case the Hungarian ENIC does not charge the institution.

The Survey on the Practice of the Higher Education Institutions in the Field of Academic Recognition has pointed out that only a minority of the institutions charge for the academic recognition of the qualifications and even fewer number of institutions charge the applicants for the recognition of periods of studies.

Recommendation: There are no specific recommendations since Hungarian higher education institutions do not charge for academic recognition when appropriate.

Time frame

According to Hungarian legislation, the decision on academic recognition should be made in 60 days of the receipt from the application, which deadline may be extended once by 30 days.

The Survey on the Practice of the Higher Education Institutions in the Field of Academic Recognition has proved that in case of the recognition of periods of studies the great majority of higher education institutions reached their decisions within 1-2 months and a smaller percentage within 3 months. No cases were reported when it took longer than this.

In case of the recognition of qualifications, responses showed the same; however, 3 institutions indicated that their recognition procedure takes 4 months or longer. The reasons for longer procedures were, for example, “it is time consuming to request further information on the qualification from the issuing institution” or “the committee making the recognition decision does not meet regularly”.

Recommendation: Higher education institutions should reconsider their internal regulations and the frequency of meetings in order to shorten the time frame of the recognition procedure.

Translation

The general rule according to Hungarian law is that the essential documents necessary for the recognition procedure must be submitted together with their authorized Hungarian translation. Nevertheless, the higher education institutions are empowered by this law to accept non-authorized translations in the case of certain languages specified by themselves.

The Survey on the Practice of the Higher Education Institutions in the Field of Academic Recognition has revealed that almost half of the institutions do not require authorized Hungarian translation if the original documents are in English or German, and a number of institutions have reported that they do not require authorized translation from some other languages either, such as Dutch, Ivrit, Latin, Italian, Spanish and Serbo-Croatian.

Recommendation: Higher education institutions should examine the possibility of limiting the circle of languages from which they request authorized Hungarian translations.

Verification of the authenticity of documents

In Hungary the verification of the authenticity of documents is not prescribed by law. However, if it seems necessary, the higher education institution has the right to request the verification of authenticity by the relevant foreign authority.

Nevertheless, Hungarian legislation requires that the certified copy of the essential documents are to be handed in, in which cases copies made by the issuing higher education institutions are deemed to be certified ones.

It is concluded from the Survey on the Practice of the Higher Education Institutions in the Field of Academic Recognition that most higher education institutions do not automatically require the verification of the authenticity of the relevant documents. However, in three cases it has been reported that the given institution contacts the issuing foreign institution for verification in every cases.

As far as copies are concerned, institutions require the applicant to hand in originals or certified copies of the essential documents.

Recommendation: It is advised that only when doubt concerning the authenticity of the original documents arises should institutions require verification. Furthermore, institutions should accept copies made by the institution as certified copies since they may be accepted as such under the law.

Status of the institution

In Hungary the Act on Recognition stipulates that in the process of assessing the foreign higher education qualification – among other aspects – the legal status of the foreign higher education institution that issued the qualification should also be examined.

Based on the Survey on the Practice of the Higher Education Institutions in the Field of Academic Recognition it is concluded that the institutions follow this regulation.

Assessment of individual qualifications

The Survey on the Practice of the Higher Education Institutions in the Field of Academic Recognition has revealed that no specific difficulties were encountered by Hungarian higher education institutions concerning the procedure of assessing the qualifications in this respect.

However, responses to the survey have pointed out that 40% of the higher education institutions do not keep specific record of their academic recognition decisions.

Recommendation: Where the number of applications makes it practical, higher education institutions should keep either electronic or paper format database on their previous decisions.

2.2 Joint Degrees

In 2006 the Hungarian Parliament adopted an amendment to the Act on Recognition in order to establish specific legal provisions for the recognition of joint degrees.

Accordingly, foreign joint degrees may be recognised in Hungary if the following two conditions are fulfilled:

- all member institutions belong to the higher education system of their home country,
- the foreign joint degree belongs to the higher education system of at least one Parties to the Lisbon Recognition Convention.

2.3 Overview of institutional practice

When the regulations of the Act on Recognition were drawn up, they transferred academic recognition into the sphere of competence of the higher education institutions.

In 2002 it was a new task for the institutions and they were requested by law to file a report to the Hungarian Ministry of Education on all of their decisions made concerning the recognition of foreign periods of study or qualifications for academic purposes.

This practice has eventually been stopped and higher education institutions are no longer required to inform the Hungarian Ministry of Education of their academic recognition decisions. The reason for this is twofold. First, such practise appears to be contrary to the principle of institutional autonomy. Second, it placed excessive workload on the institutions.

In summary, no plan has been made to introduce such a supervisory scheme in the future. In the present procedure the applicant has the right for appeal if the given institution or authority does not consistently apply the Convention and/or relevant national law.

The Hungarian ENIC has gained positive experience from the Survey on the Practice of the Higher Education Institutions in the Field of Academic Recognition. The collected information on the academic recognition practices of the individual institutions may be distributed among the others and it may also help define issues in which further assistance is needed. Similar exercise may be a valuable tool in the future as it does not place excessive burden on the higher education institutions.

2.4 Transparency tools for recognition

European Credit Transfer System

Several higher education institutions started applying the European Credit Transfer System (ECTS) in the middle of the last decade and by September 2003 all universities and colleges were using it. In the case of postgraduate, correspondence and evening courses, as well as PhD programmes the credit system has been in use since September 2004.

Diploma Supplement

The Diploma Supplement has been gradually introduced to Hungarian higher education. Following the amendment to the 1993 Higher Education Act¹⁸ in 2003, higher education institutions were obliged to issue the Diploma Supplement at the request of the student, free of charge in Hungarian and at the student's expense in English. At present, according to the 2005 Higher Education Act¹⁹ from 1 March 2006 "the Diploma Supplement shall be issued together with the Bachelor and the Master degree, in Hungarian and English, or in the case of national or ethnic minority courses, on the request of the student, in the language of the minority concerned".

Europass

Beside ECTS and Diploma Supplement a further transparency tool for recognition is Europass. In Hungary the National Europass Centre was established in 2004. The web site of this Centre²⁰ provides detailed information about the five Europass documents out of which the Europass-Curriculum Vitae and the Europass-Language Portfolio can be completed on-line. Authorities that are responsible for issuing the other three Europass

¹⁸ Act LXXX of 1993 on Higher Education.

Text available at: http://www.okm.gov.hu/letolt/felsoo/2003_ftv_egyesített_030625.pdf

¹⁹ Act CXXXIX of 2005 on Higher Education

Text available at: http://www.okm.gov.hu/letolt/nemzet/naric/act_cxxxix_2005.pdf

²⁰ Available at: www.europass.hu

documents have also been designated. The Europass-Diploma Supplement is issued by the higher education institutions concerned.

European Qualifications Framework

The European Qualifications Framework (EQF) is also a possible future transparency tool for recognition. In view of this, Hungary launched national consultation on the working document ‘Towards a European Qualifications Framework (EQF) for Lifelong Learning’ in autumn 2005 within which the Ministry of Education invited a large circle of Hungarian stakeholders to express their views on the issue and to foresee challenges which may arise in relation to the development and implementation of EQF²¹.

2.5 *Borderless/transnational education*

In Hungary legal regulations related to the borderless/transnational education have been drawn up with special regard to the quality assurance of education in line with the principles of the Lisbon Recognition Convention and the UNESCO/OECD Guidelines for Quality Provision of Cross-border Higher Education.

Hungarian higher education institutions are allowed to operate outside the territory of Hungary only with the official permit of the Hungarian Minister of Education and Culture, and the Hungarian Accreditation Committee is also involved as an expert body in the licensing procedure.

The operation of a foreign higher education institution in Hungary is also subject to authorisation. Foreign higher education institutions that have received the official permit to operate in Hungary are registered by the Registration Centre. The list of the registered institutions is published on the web site of the Ministry of Education and Culture²².

According to the Act on Recognition degrees issued by foreign higher education institutions operating in Hungary without a permit may not be recognised.

3. Information provision

3.1 *Provision of information on recognition*

The Hungarian ENIC is the main body to provide information on recognition criteria and procedures and on the national education system; nevertheless, higher education institutions are also ready to give information to students and lecturers on recognition matters.

²¹ Information available at: <http://www.okm.gov.hu/main.php?folderID=1139>.

²² <http://www.okm.gov.hu/main.php?folderID=912&articleID=4652&ctag=articlelist&iid=1>

In order to provide information that is accurate, adequate and relevant the Hungarian ENIC maintains a regularly updated web site²³ disclosing detailed information concerning recognition; for instance, information bulletins for persons wishing to have their foreign qualifications recognised in Hungary, information on national and international legislation regulating recognition or information on the national higher education system and qualifications.

Data on the Hungarian ENIC's web site is organised in a way that makes it accessible for users in terms of content, language and style. Information on the web site is available in Hungarian as well as in English. Moreover, the web site provides direct link to the ENIC-NARIC web site and other relevant national and international web sites.

Besides maintaining a web site the Hungarian ENIC has published and continuously issues printed information sheets, leaflets and booklets as well.

The staff of the Hungarian ENIC regularly organise and actively take part in national seminars and conferences, giving presentations primarily on the national system as well as on the international system of recognition, criteria and procedures.

Hungarian ENIC is considering to launch an electronic newsletter on national and international recognition matters.

3.2 Information package for applicants

Information package model

Information for applicants wishing to have their qualifications recognised is available on the Hungarian ENIC's web site and it is also available in printed format which is sent by mail to the applicant upon request.

Institutional practice

Please consult 2.1 *Criteria and procedures, Information to Applicant*.

4. Structures

4.1 National information centre

At the time of writing the Hungarian ENIC is one of the departments of the Ministry of Education and Culture. It is foreseen that from 1 January 2007 it will become part of the newly established Educational Authority.

The legal basis for the Hungarian ENIC's activity is the Act on Recognition.

²³ Available at: www.ekvivalencia.hu (in Hungarian) or www.naric.hu (in English).

The Hungarian ENIC operates as an advisory body in issues of academic recognition since this kind of recognition belongs to the sphere of competence of the higher education institutions.

In cases concerning the recognition of foreign qualifications for employment purpose the Hungarian ENIC acts as a decision making body and makes legally binding decisions.

The Hungarian ENIC makes *de jure* professional recognitions of teacher qualifications obtained in an EU Member State, in which cases the Hungarian ENIC acts as the competent authority to recognize the qualification for the purpose of practice of the profession.

In other cases, upon request by the applicant, the Hungarian ENIC assesses the foreign qualification and makes *de facto* recognition.

At the time of writing the Hungarian ENIC's staff consists of thirteen employees, two of which are administrators.

The Hungarian ENIC has no independent budget.

The Hungarian ENIC keeps regular, both formal and informal contact with other professional bodies and authorities, and also with higher education institutions and students' unions.

4.2 Cooperation recognition/quality assurance bodies

The Hungarian ENIC is member of the ENIC and NARIC Networks and regularly attends their joint annual meetings as well as the meetings of the NARIC Network.

In Hungary the Hungarian Accreditation Committee established by the 1993 Higher Education Act is the body responsible for quality assurance in higher education. The Hungarian Accreditation Committee is a member of the European Network for Quality Assurance in Higher Education (ENQA).

The Hungarian ENIC works in close cooperation with the Hungarian Accreditation Committee consulting with them regularly. This active working relationship is of high importance, since the two organizations are appointed by law as expert bodies to make recommendations in such an essential issue as the operation of foreign higher education institutions in Hungary.