

EU Central Europe Project

**YURA – Developing transnational transversal
youth strategies in regions with migration**

SWOT – Analysis

**Association for Student and Civil Society in the
county of Hajdú-Bihar**

Table of contents

1. Brief description of the Region (North-Great Plain, Hungary)	3
1.1 Short general characteristics of the region	3
1.2 Number of residents over a defined period of time (by age group and sex)	8
1.3 Migration (by age group and sex).....	12
1.4 Economic structure (gross value added and/or employees resp. employees with social insurance)	24
1.5 Economic power (gross value added per employee or per head).....	27
2. Consequences of the demographic change	28
2.1 Short description of the changes in the age groups	28
2.2 Are there changes in the demand for skilled workers because of demographic change?	29
3. Characterisation of the education infrastructure	30
3.1 Types of school.....	31
3.2 Hungarian Education System (General overview)	33
4.Characterisation of the training scheme	51
4.1 Training scheme in Hungary.....	51
5. State of the interaction between schools and institutions of vocational training, administration and economy	59
6. To elaborate strengths	60
7. To elaborate weaknesses.....	61
8. To elaborate strengths and opportunities.....	63
9. To elaborate weaknesses and threats.....	64
10. Literature and references.....	66
10.1 Relevant literature.....	66
10.2 List of players (including participants in regional workshops).....	67

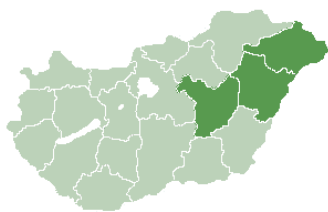
1. Brief description of the Region (North-Great Plain, Hungary)

1.1 Short general characteristics of the region

Észak-Alföld – North Great Plain

Area	17 728,8	(km ²)
Population	1 533 162	(persons)
Population density	86,47	(persons/ km ²)
GDP (2004)	8233,3	(millions of euro)
GDP/capita (2004)	5331	(euro per inhabitant)
Employment rate (2006)	51,1	(%)
Unemployment rate (2006)	9,4	(%)
Activity rate (2006)	57,4	(%)

Location, geography



Észak-Alföld, comprising three counties (Jász-Nagykun-Szolnok, Hajdú-Bihar and Szabolcs-Szatmár-Bereg), is bordered by Romania and Ukraine from the east, by the River Tisza from the north and by Hungarian counties from the south. The monotony of its plains is disrupted by saliferous and fresh-water lakes, dead channels surrounded by reeds, acacia trees and the blue ribbons of rivers flowing into the Tisza. Its territory covers nearly half of the Hungarian Great Plain, with an area of almost 17,729 square kilometres.

Accessibility and transport infrastructure

Due to its geographical location, the Észak-Alföldi Region could play a key role in freight transport logistics. The size, economic activity, transport infrastructure and geographical location of the country taken into consideration, a network of 11 logistics districts and 13 national logistics centres has been delineated; of the latter, three (Záhony, Debrecen and Szolnok) are in the region.

A striking characteristic that the distribution of the road network by road types reveals is that, several TEN routes cross the region. The new motorway sections (M3) opened in the course of 2006 and 2007 improve accessibility, but a significant part of the region – particularly its areas along the western, southern and eastern borders – still has no connection with the Hungarian and international motor roads, and is outside both the 15-minute and the 30-minute agglomerations. The region's axis in respect of road transport is Main Road no. 4, which is considerably overloaded by transit traffic.

Today, the cycle lanes of 6 national networks cross the Észak-Alföld Region. The total length of the bicycle lanes in the region (772.3 km) accounts for 14.1% of the main

national network (5,493 km). Most (52,8%) run along dykes; over one-third (or 37.4%) runs along public roads.

In terms of the density of rail links, the region's railway network is above the national average; however, the proportion of electrified links and those controlled with automated safety equipment is below the national average. As regards the general physical condition of the rails, special duality can be identified. The rail links which, owing to their relative development, play an important role in international communications, allow for high-speed (over 100 km per hour) traffic.

The airport in Debrecen - operating as a permanent international commercial airport since April 2003 - plays an important role regarding to air traffic. Due to its size and location, the airport has the potential of a future transit airport handling both passenger and cargo traffic. The airfields in Szolnok and Nyíregyháza are likely to become destinations for scheduled domestic and international flights only in the longer term; the airfield in Kunmadaras has the potential of a future transit cargo airport over the medium term.

Population, human resources

Population

In the Észak-Alföld Region the number of the population fell between 2001 and 2005; its extent was, however, below the national average. Thus, in respect of this indicator, it ranks 3rd among the regions. The reasons underlying the favourable trend are fundamentally standard demographic processes: although there has been natural waste in the Észak-Alföld Region recently, its extent (2003: 2.7‰; 2004: 2.2‰, 2005: 2.8‰) has long been the lowest in the country.

The situation looks more dismal in respect of migration. The Region has long been regarded as a "population emitter", with the resultant negative migration balance.

A look at the trends in the counties reveals that the majority of the settlements where the number of the population has increased are in the vicinity of Debrecen, Nyíregyháza and Szolnok, which is attributable primarily to emigration from the county towns. At the other end of the spectrum, too, there emerges a spatial trend: the majority of the settlements with a shrinking population are situated on the peripheries, where access is difficult, in the vicinity of the county boundaries or the state frontier.

Észak-Alföld is a region with the youngest age composition in Hungary: the ageing index was the lowest in both 2001 and 2005. However, in the coming period, similar to the national trend, ageing is expected to accelerate, which, in turn, will lead to an increase in those in need of care.

Training and education

Similarly to national trends, Észak-Alföld has also witnessed a drop in the number of primary school students (academic year 2001/2002 – 165,045 students, academic year 2005/2006 – 151,945 students).

In terms of quantity indicators (number of classrooms, number of students in a class, the teacher-to-student ratio) differences between the individual schools are not material; when, however, it comes to quality (e.g. availability of language classes, IT infrastructure, study circles, out of curricula activities, availability of teaching/learning material, the standard

of school infrastructure, sports facilities, etc.), the picture is completely different. As a rule, standard is lower in smaller settlements.

In addition to a decreasing number of students, the development of crèches and primary schools is also justified by the general state and physical condition of schools and the standard of the services that they provide. In the 1990s, simultaneously with changes at a national and global level, secondary level education also underwent a fundamental structural transformation in the Észak-Alföld Region.

As the number and proportion of students at trade schools fell significantly, so the other two types of secondary education (grammar school and secondary modern school) grew in importance. As a result, the number of students at secondary modern schools (former trade schools), vocational schools and grammar schools standing at 76,464 in the academic year 1990/1991 rose, according to preliminary data to 89,499 in 399 institutions of secondary education in the academic year 2005/2006.

As a result of the above referenced processes, the Region now faces a shortage of skilled workers, which may hinder the development of both processing and construction industry.

A further difficulty is that tension between the various institutions (e.g. local government, municipal government, the churches and NGOs) in charge of schools often compromises the standard of education.

Institutions of higher education have a long-standing tradition in the region, with specialised institutions among them. Debrecen is a major and dynamically developing university centre of not only the Region, but also the country. University level education is available only in Debrecen, while college-level education is available in Nyíregyháza, Szolnok, Hajdúböszörmény, Jászberény and Mezőtúr.

Economy, businesses

Key features of the economy

In terms of Gross Domestic Product per capita, the region registered EUR 5,331 in 2004. This is relatively low compared to the rest of the country, and only Northern Hungary registered a lower value.

Although between 1995 and 2001, the growth rate of the Gross Domestic Product of the region was under that of the country, it must be noticed that between 2000 and 2001, the rise was higher in the region (20.0%) compared to the national average (14.7%).

In 2001, the region accounted for 10.2% of the Gross Value Added of the country, a share which is constant over the years. The share of the primary sector in the Gross Value Added was 8.6% - twice as high as the national average. Regarding the secondary sector, its share in the GVA was comparable in the region (31.6%) and at the national level (31.3%). The share of the tertiary sector was consequently lower in the region (59.8% against 64.4% nationally).

Industry

Industrial production underwent significant development in Észak-Alföld between 2000 and 2005: 2004 figures are 144.6% of the 2000 figures exceeding the national rate of 141.7%. Specific indicators concerning industrial production also corroborate the fact that industry in Észak-Alföld developed at a fast pace.

A look at industrial output per resident and per industrial employee reveals that, relative to the national average, indicators for the region were much better in 2004 than in 2000.

As regards the distribution of industrial employees, regional figures exceeded their national counterparts in the following sectors: the manufacture of textiles and textile goods, leather goods, footwear, foods, beverages, tobacco, wooden and paper product and printing. Within the region the following sectors play a more significant role than elsewhere in the country. Hajdú-Bihar County: chemical industry and mining, electricity, gas, steam and water supply; Jász-Nagykun-Szolnok County: textile and food industries, unprocessed metal, manufacture of processed metal products and machinery; Szabolcs-Szatmár-Bereg County: foods, beverages, tobacco and chemical industry.

Industrial parks, the number of which was 179 in January 2006, play an important role in industrial development nationally. Of them, 26 (or 14.5%) are located in Észak-Alföld. Small and medium-sized towns play an important role in local employment provided they are properly developed. In the course of the establishment of industrial parks, with environmental sustainability as a major consideration, brownfield investments will have to take priority over green-field ones.

Services

As a combined effect of privatisation and the en masse establishment of and a strong fluctuation in commercial businesses, the commercial supply network grew many times over its original size first through the mushrooming of mainly small shops before the mid-1990, then, from 1997 on, through the emergence of super- and hypermarkets, shopping malls and dedicated stores selling consumer durables, each with a considerably larger floor area.

Compared to the national 10.8%, commerce and repairs accounted for 9.6% of the Region's GDP in 2004 (the third highest of all the regions). 11.4% of all employees worked in commerce, the second highest value after that in the Central Hungary Region (the corresponding national data was 10.7%).

Agriculture

In respect of Hungary's agricultural development, Észak-Alföld is a key strategic area. 21.7% of the country's agricultural land is in this region. Based on gross added value and employment, agriculture plays a significant role in all three counties of the region. A further asset is that natural heritage/attributes and expertise needed for manufacturing certain agricultural products are available in the region, which provides an excellent basis for the evolvement of an innovative and competitive agrarian economy.

However, there is hardly any efficient manufacturing, processing and distribution-related cooperation between the individual agricultural producers, and the number of highly processed agricultural products is low. Poor production security is attributable to an inadequate background, i.e. the absence of a physical infrastructure needed for efficient business management, logistic systems that lag behind in terms of quantity and quality, the deficiencies or the inadequate standard of quality assurance, agrarian innovation and marketing in several areas.

Tourism

The region is twice as rich in tourist attractions as the national average. The medicinal waters of Hajdúszoboszló are famous internationally, and many people visit the spas of Nyíregyháza-Sóstó, Debrecen as well as Szolnok. Tourists can have a relaxing rest in the thermal baths or get cured from the world famous health spas with their curative waters. The region has a special natural treasure: thermal and curative waters replete with special types of minerals.

There are many relics of the characteristic folk architecture and folk traditions. The church of Tákos and the belfry of Nyírbátor Reformed Church are beautiful examples for church ceilings of painted wood panels and wooden bell belfries characteristic of the Nyírség area. The water mill in Túristvándi is a monument of industrial history. In the open-air museum of Nyíregyháza, one can find residential houses characteristic of the region.

The protected habitats of Hortobágy National Park and Körös-Maros National Park preserve a unique flora and fauna. In the area of Csaroda and Bátorliget, the remnants of the ancient peat moss marsh are still observable. There are huge ancient trees in the nature park of Tisza-kürt. The plants of the already more famous Szarvas nature park originate from here. The Hortobágy National Park became a World Heritage Site in the heart of Europe and is unique in its preservation of its treasures. The area of the National Park is of 81,000 hectares. Whoever looks at this area as just the "Puszta" would be wrong: a good part of the area is salty meadows but there is a huge lakes system here as well. More than 40% of this area is boggy, marshy and swampy.

Horses and riding are inseparable from Észak-Alföld Region. A lot of people come in Észak-Alföld Region just for this activity. There are a lot of riding schools in the region for people interested in equestrian sports.

Research and Technological Development

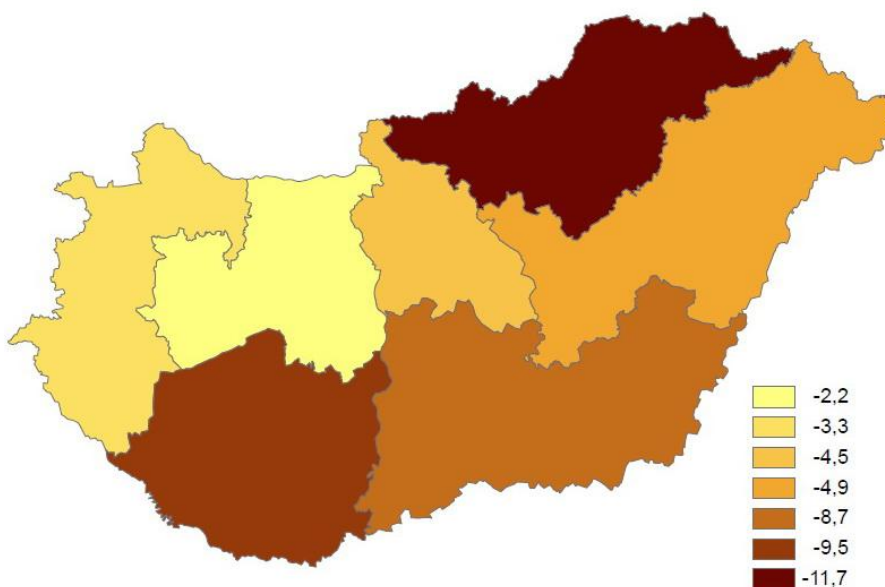
Research and development, which is mostly closely related to higher education, is one of the strengths Észak-Alföld –at least in Hungarian context. The region ranks second in terms of the ratio of R&D expenditure to the GDP, third in terms of R&D expenditure per resident and fourth in terms of the share of R&D employees (Annex 1, Table M6); overall, by Hungarian standards, it has a very strong research base.

The importance of research and development is also reflected in the Regional Innovation Strategy (RIS), identifying three main focus areas for RTD activities: ICT, agriculture and health.

1.2 Number of residents over a defined period of time (by age group and sex)

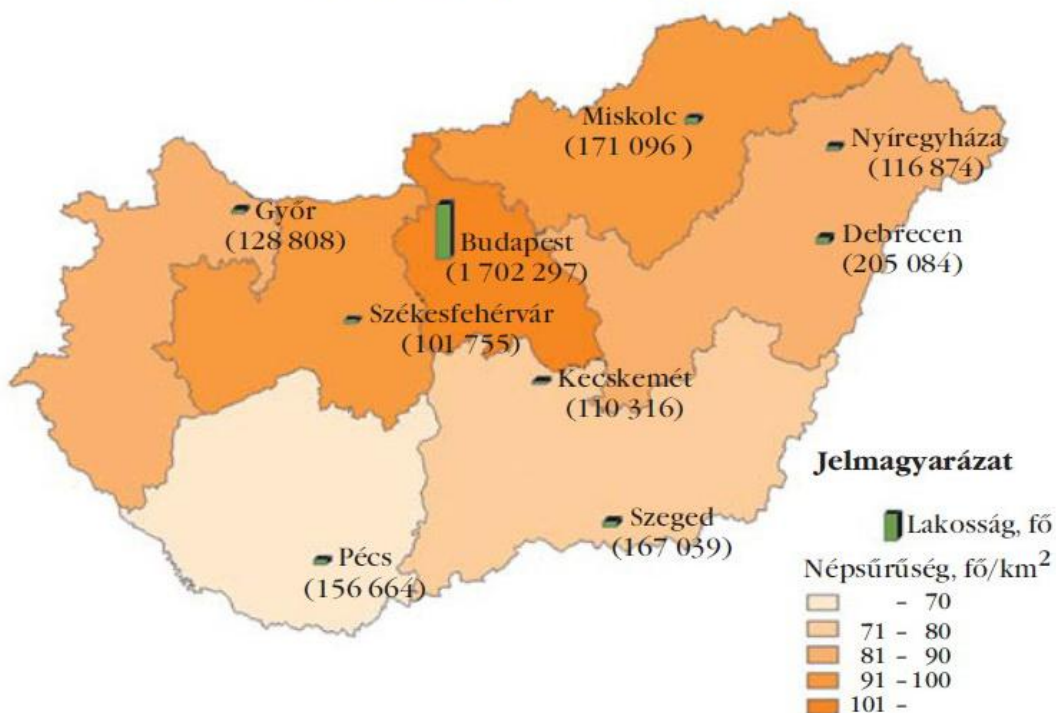
Population changes between 1980 and 1st January 2008., %

A népességszám változása 1980 és 2008 január 1. között, %



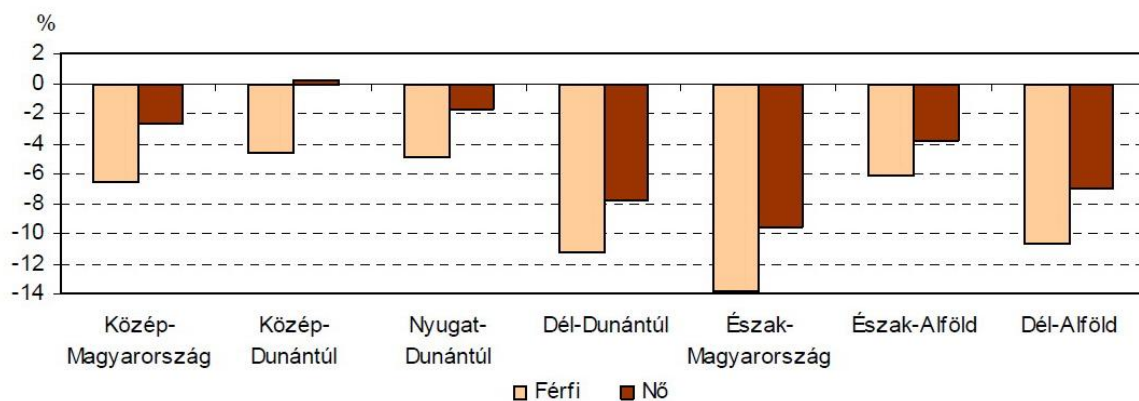
The biggest Hungarian cities population, regional population, 2008

**Magyarország legnagyobb városainak lakossága
és a régiók népsűrűsége, 2008**



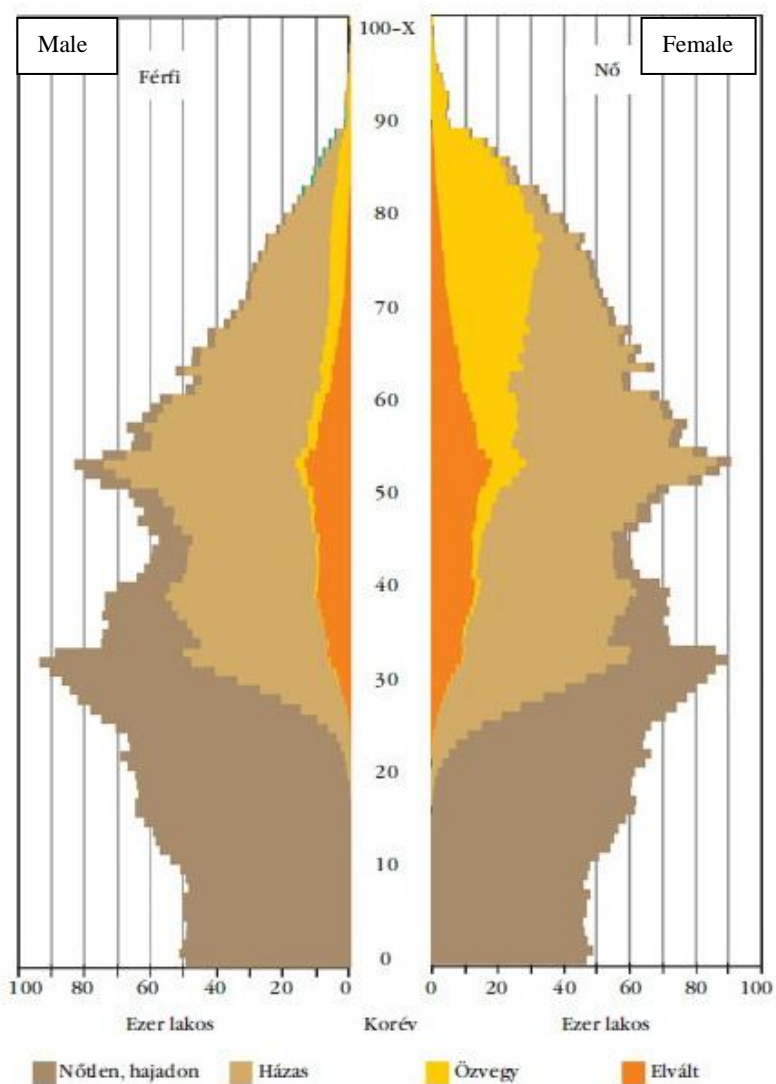
Regional Population changes between 1980 and 2008

A népesség számának változása 1980 és 2008 között régióként



Population by gender, age, marital status, 1st January 2008.

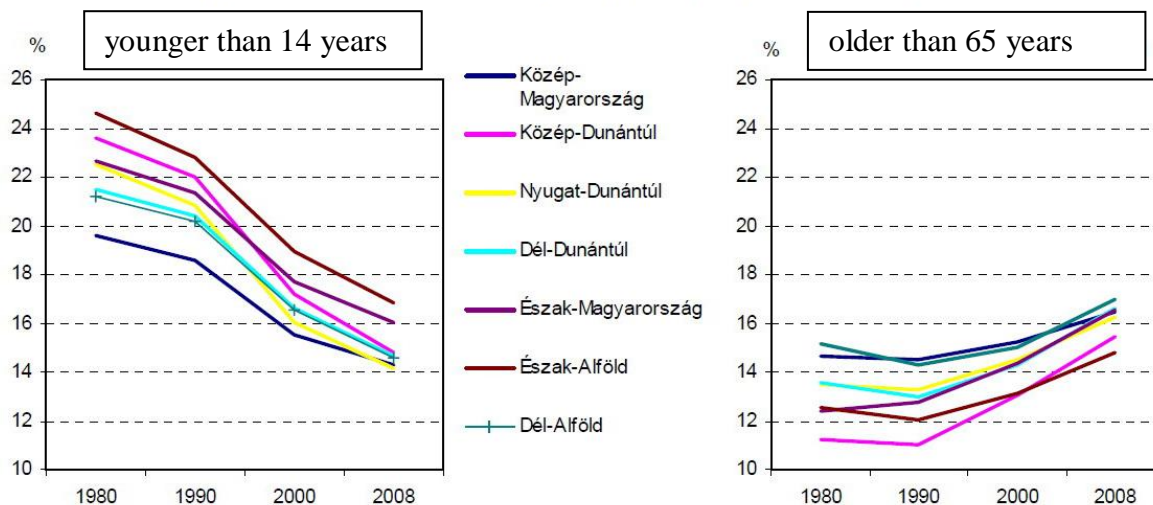
A népesség száma nem, életkor és családi állapot szerint, 2008. január 1.



single married widow divorced

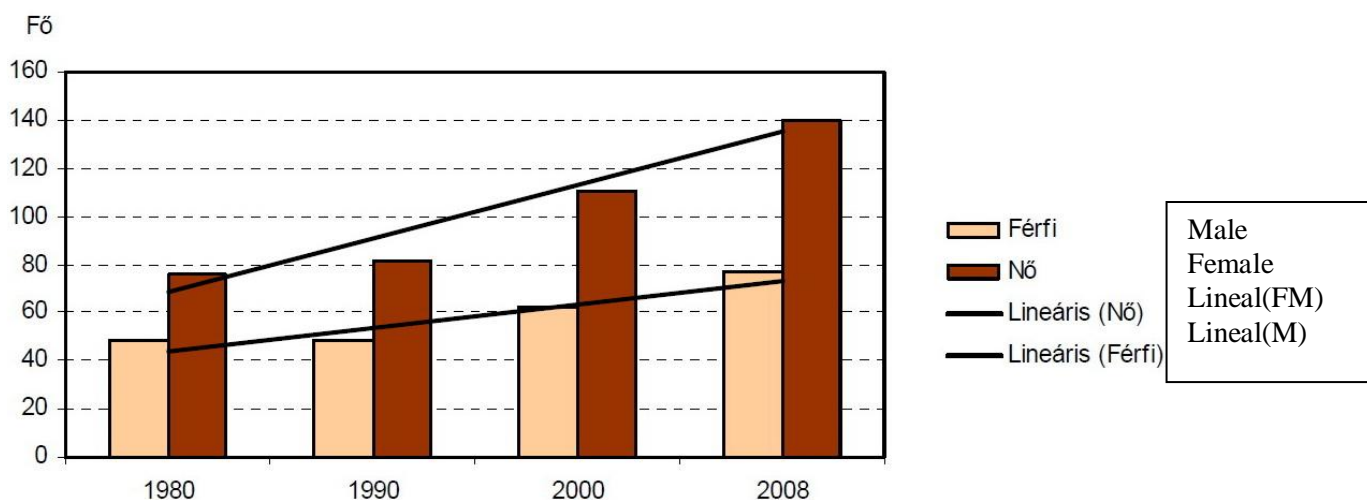
Young and adult relation by region, 1980-2008

A gyermek- és az időskorú népesség aránya régióként, 1980–2008



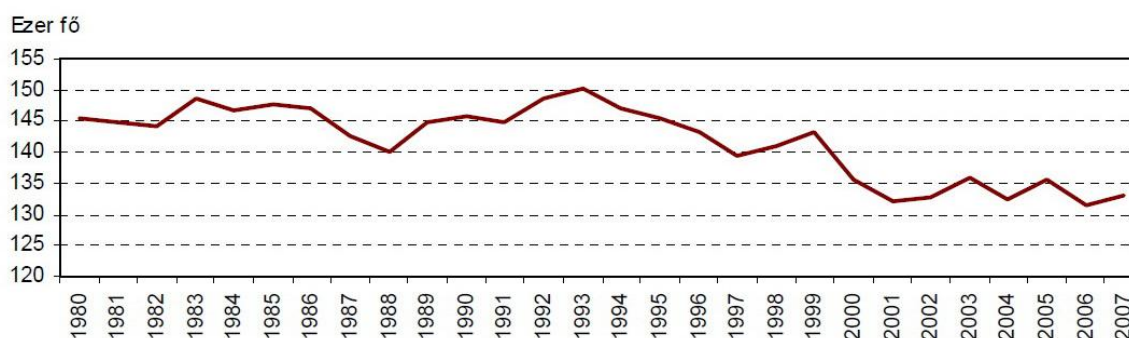
For 100 young get older number by gender, 1980-2008

A száz gyermekkorúra jutó időskorúak száma nemenként, 1980–2008



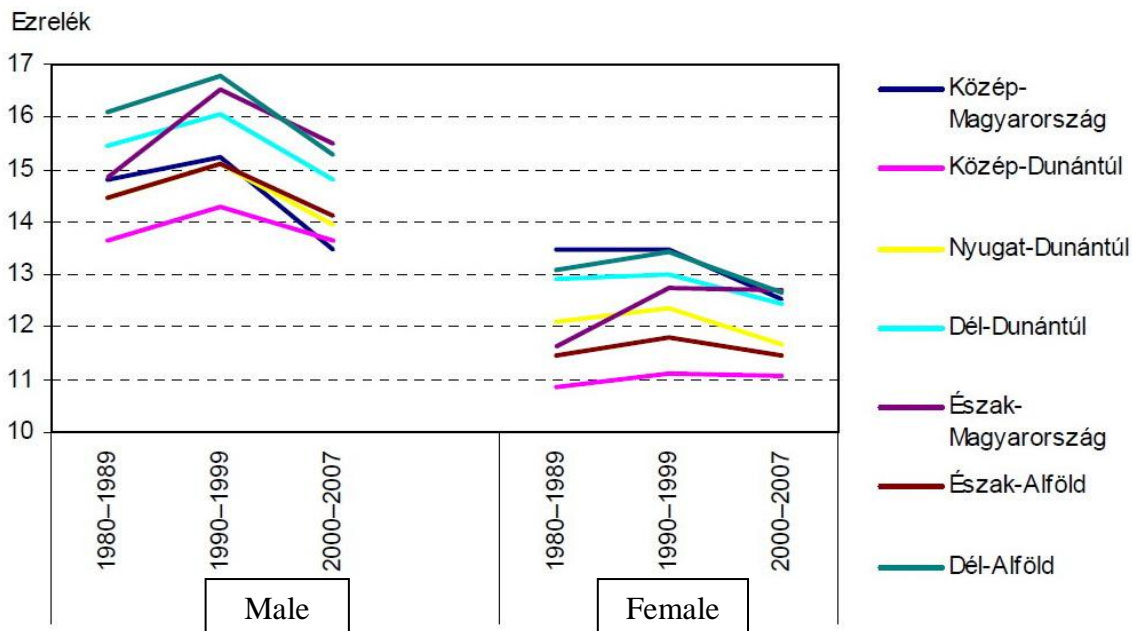
Number of death, 1980-2007

A halálozások száma, 1980–2007



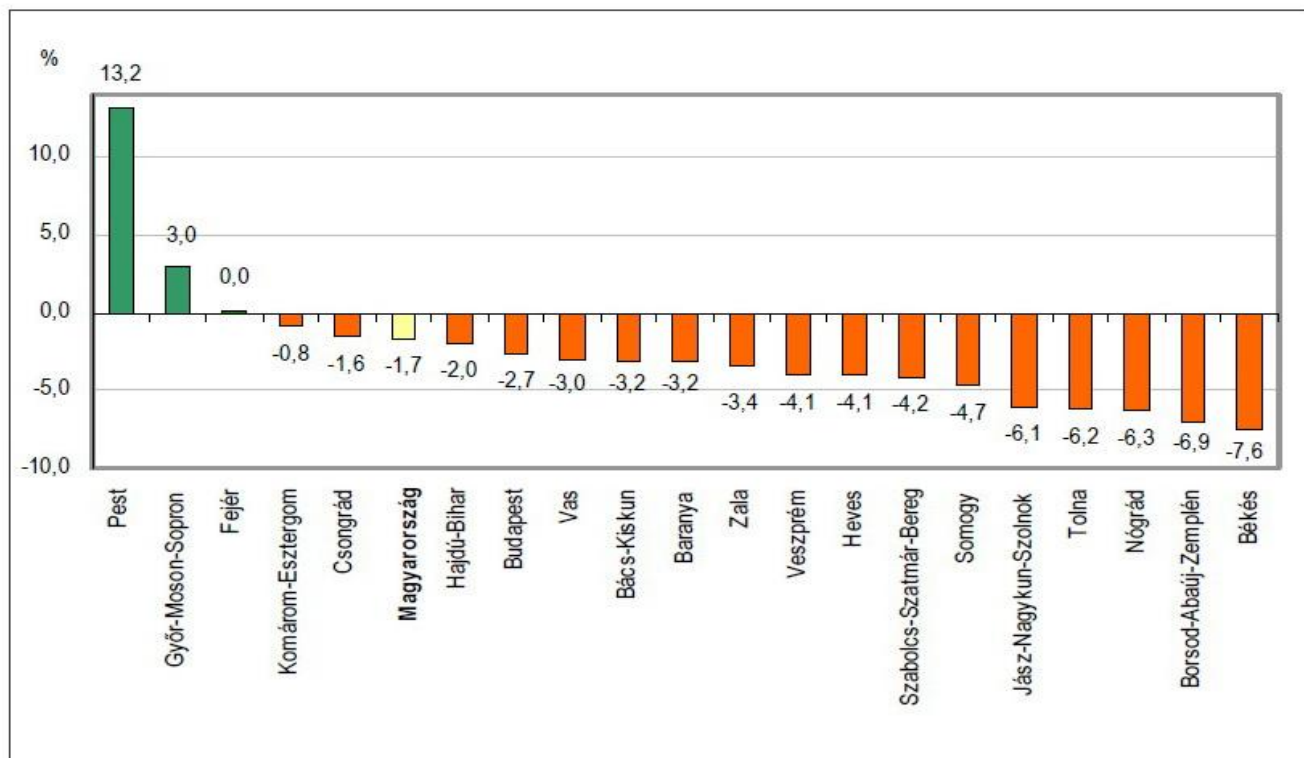
Numbers of death by gender and region, 1980-2007

A halálozások ezer lakosra jutó száma nemenként és régióként, 1980–2007



Population change by residency

A lakónépesség számának változása, 2009. január 1.
2001. január 1.=100,0



1.3 Migration (by age group and sex)

The Extent of Internal and External Migration

Migration is one form of spatial mobility. This is such a change of residence of the population that denotes the crossing of administrative boundaries. One part of the balance of migration is inside the national boundary, namely the national migration, the other part comes from the international migratory movement. The balance of the two processes had a negative sign and their volume was also significantly different at the Northern Hungarian Plain. Between 2000 and 2007 national migrations caused a considerable and increasing loss, while international migration resulted in profit. The surplus of the external migration did not fully compensate the decrease caused by the internal migratory process. This situation is true for all three counties of the region. Nevertheless, inside the area – taking into consideration the number of inhabitants of the counties- it is Hajdú-Bihar county that showed a relatively small loss, while Jász-Nagykun-Szolnok and Szabolcs-Szatmár-Bereg counties had a considerable internal migration loss.

Domestic, international migration margin in the North-Grait Plain

Belföldi, nemzetközi vándorlási különbözet az Észak-Alföldön

Term	Total	Ebből		
		Hajdú-Bihar	Jász-Nagykun-Szolnok	Szabolcs-Szatmár-Bereg
Domestic				
2000	-2 264	-536	-358	-1 370
2001	-2 170	-322	-411	-1 437
2002	-3 197	-239	-730	-2 228
2003	-4 449	-1 032	-1 068	-2 349
2004	-3 616	-514	-905	-2 197
2005	-4 553	-1 039	-1 399	-2 115
2006	-6 380	-1 323	-2 259	-2 798
2007	-7 979	-1 049	-2 667	-4 263
2000–2007. évek átlaga	-4 326	-757	-1 225	-2 345
International				
2000–2007. évek átlaga	1 364	538	264	562

Internal migration is comparatively small in all three counties of the region. Compared to the number of inhabitants, a relatively higher extent of international migration can be presented in case of Hajdú-Bihar county. On the Northern Hungarian Plain, between 2000 and 2007, the migratory movement –both the national and international- resulted in a loss of three thousand people, which was less by 500 heads than the decrease of the remainder of

the births and deaths. However, the tendency of decrease of wondering was intensifying to a great extent in the period under survey, and since 2005, it caused the greater half of the shrinking of population and it grew to two-thirds in 2007.

In the region, the migrational process altogether decreased the number of inhabitants in the greatest extent in Szabolcs-Szatmár-Bereg county, and their effect was also significant in Jász-Nagykun-Szolnok county. The loss of these areas -having compared to other counties of the country- seems to be one of the greatest. It is Hajdú-Bihar county that is in the best position considering the complete migratory dissimilarity of all counties in the region. This county is one of the last counties –from the Great Hungarian Plain, Northern Hungary and Southern Transdanubia- showing a smaller migratory deficiency- compared to other counties of the country.

Natural decrease, migration margin in the North Great Plain (NGP)

Természetes fogyás, vándorlási különbség az Észak-Alföldön

Term	Natural Decrease	Migra- tion Margin	From		
			Hajdú- Bihar	Jász- Nagykun- Szolnok	Szabolcs- Szatmár- Bereg
2000	-2 707	1 319	643	714	-38
2001	-2 664	-1 977	-36	-257	-1 684
2002	-3 090	-1 806	230	-670	-1 366
2003	-4 153	-3 021	-484	-895	-1 642
2004	-3 424	-1 761	103	-634	-1 230
2005	-4 245	-4 411	-843	-1 519	-2 049
2006	-3 263	-4 582	-661	-1 920	-2 001
2007	-3 839	-7 458	-699	-2 505	-4 254
2000-2007. évek átlaga	-3 423	-2 962	-218	-961	-1 783

National Migrations According to their Nature

One part of the national migrations is carried out by the change of residence, the other by keeping it- as a temporary solution. Both the permanent and temporary changes of residence can be done inside the region or crossing of the border of the region. We do not wish to investigate the changes happening in the area. Their balance is –of course- nought, as what increases one region's balance, it decreases the other's. (The national migratory deficiency –therefore- indicates those migratory processes' balance that go over the regional borders). The changing of the permanent residence indicates the final intent of migration. From other regions, 7-8 thousand people changed their permanent residence to this region between 2000- 2007. In the meantime, a much more significant number of people migrated from the Northern Hungarian Plain for the same reason, and their number even grew in tendency. At the beginning of the millennium this number of those who left the region with a final intention, was below 10 thousand, in 2007 –however- it rose to 13 thousand. Owing to this, the balance of the national migration showed a growing absence, in 2007 it indicated a 5-6 thousand head lack. Between 2000 and 2007, 24 thousand changes of residence were

carried out every year within the area, which actually did not influence the number of inhabitants of the whole region.

Permanent domestic migration in the NGP

Állandó belföldi vándorlások az Észak-Alföldön

Term	Inside the region	Border of the region		Balance
		TO	AWAY	
2000	23 187	8 066	9 657	-1 591
2001	23 049	7 554	9 723	-2 169
2002	24 477	8 038	10 853	-2 815
2003	24 645	7 522	11 091	-3 569
2004	22 450	7 534	10 171	-2 637
2005	23 546	7 309	10 470	-3 161
2006	26 495	7 474	12 405	-4 931
2007	24 881	7 350	12 918	-5 568
2000–2007. évek átlaga	24 091	7 606	10 911	-3 305

Temporary migration is, when the migrant maintains their permanent residence (indicating their intention to return) registering their new residence as temporary residence, or as another alternative, they return from their temporary residence back to their permanent residence. The number of temporary migrations from the Northern Great Plain increased between 2000 and 2007; in 2000 it was below 10 thousand heads, however, in 2007 it was above 15 thousand people. The number of temporary migrations to the other direction also grew, in 2007 it was close to 13 thousand people, however, during this period it remained lower than the number of those vacating their residence.

Temporary domestic migration in the NGP

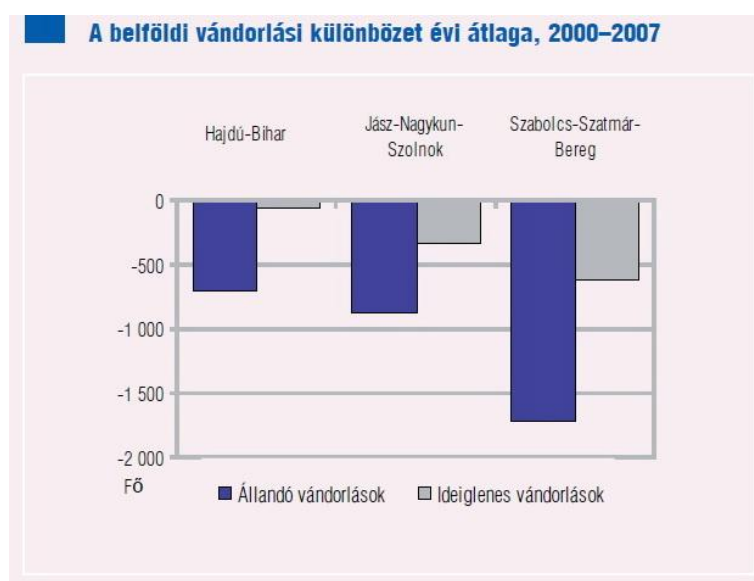
Ideiglenes belföldi vándorlások az Észak-Alföldön

Term	Inside the region	Border of the region		Balance
		TO	AWAY	
2000	15 432	9 245	9 918	-673
2001	17 303	9 852	9 853	-1
2002	16 725	10 071	10 453	-382
2003	17 679	9 641	10 521	-880
2004	17 777	10 308	11 287	-979
2005	18 918	10 469	11 861	-1 392
2006	21 033	11 689	13 138	-1 449
2007	23 146	12 607	15 018	-2 411
2000–2007. évek átlaga	18 502	10 485	11 506	-1 021

In the region, the volume of temporary migration was greater in both directions, than in case of permanent migration. The balance of temporary national migrations is also negative, however, between 2000 and 2007 it was three tenth of the difference of the permanent migrations- besides the greater number of changes of residence both directions. The temporary migratory movement within the region, also shows a growing tendency, having affected 23 thousand people in 2007, and between 2000 and 2007, 18-19 thousand heads on average, per annum. Considering the data of the inner migration of the counties of the region, we come to a similar conclusion both in case of permanent and temporary migration, that is: the migratory deficiency of the counties of Szabolcs-Szatmár-Bereg and Jász-Nagykun-Szolnok are the most unfavourable. According to this specification, it comes out that Hajdú-Bihar county –considering all types of migrations- is in a better position, as this county's temporary migratory deficiency is much smaller than in the other two counties of the region. In the period of 2000 and 2007 the loss of the temporary migration of Hajdú-Bihar county was only 50-60 heads on average per year- owing to its significant tertiary education. In the same time, in the other two countries of the region, a greater number of 350-600 heads were registered as a deficiency coming from temporary changing of the residence.

The difference of the permanent migrations was greater in all three counties than in case of temporary migration: on a yearly average of Hajdú-Bihar county it was 700, of Jász-Nagykun-Szolnok it was close to 900, and of Szabolcs-Szatmár-Bereg county it was more than 1700 heads..

Average yearly domestic migration margin, 2000-2007



Owing to the deficiency of the two counties of the region, the migratory balance of the area of the Great Hungarian Plain –compared to other regions- is also disadvantageous. Between 2000 and 2007 the balance of the permanent migration of this area and of Northern

Hungary was showing a most significant deficiency. A much smaller insufficiency can be noted in case of Southern Transdanubia and Southern Great Plain. At the same time, there appeared a migratory surplus in Middle and Western Transdanubia as well as in Central Hungary, out of which the latter one was of significant volume. The balance of the temporary migrations –due to the constant change of residence- indicates smaller regional differences.

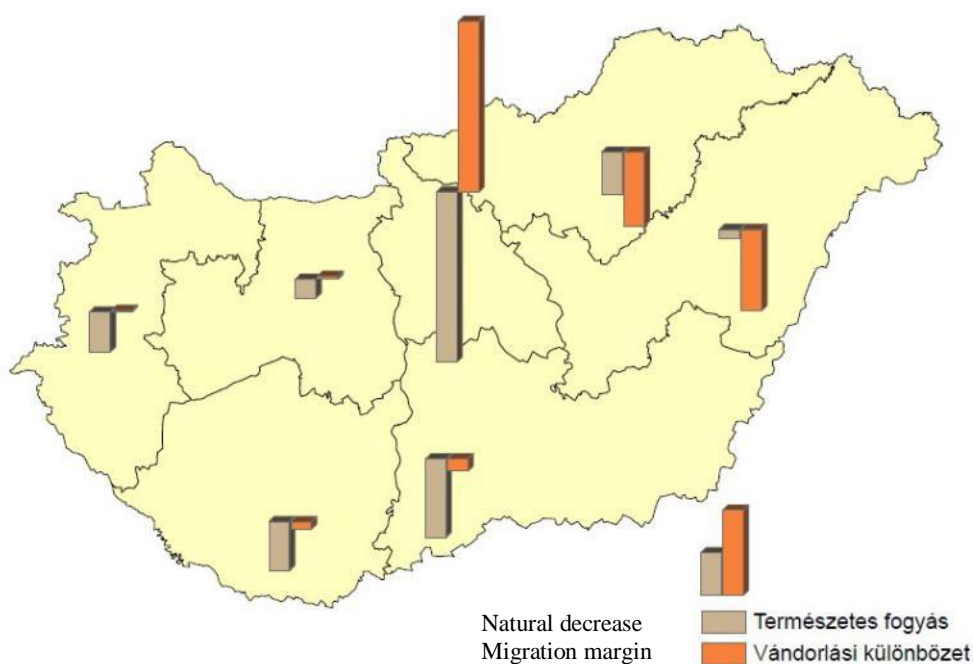
Average yearly domestic migration margin by region, 2000-2007

Belföldi vándorlási különbözet évi átlaga régióként, 2000-2007

Régió	Állandó	Ideiglenes	Összesen
Közép-Magyarország	5 882	2 972	8 854
Közép-Dunántúl	913	271	1 184
Nyugat-Dunántúl	1 137	236	1 373
Dél-Dunántúl	-793	-632	-1 425
Észak-Magyarország	-3 017	-1 227	-4 244
Észak-Alföld	-3 305	-1 021	-4 326
Dél-Alföld	-817	-599	-1 416

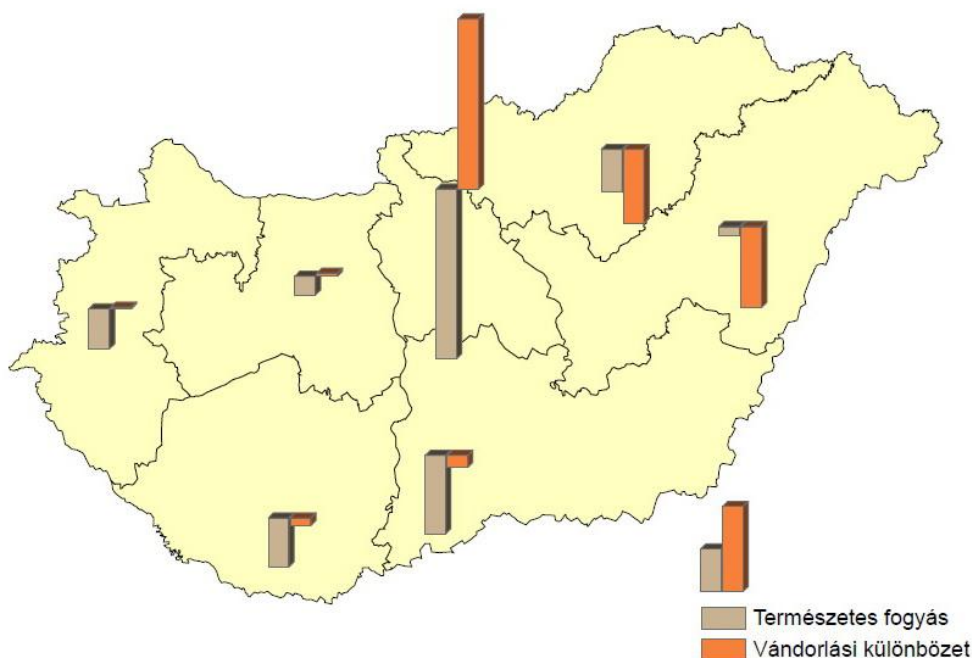
Natural decrease, migration margin, 1980-2007

A természetes fogyás és a belföldi vándorlási különbözet, 1980-2007



Domestic migration margin for 1000 inhabitant, 2008

A természetes fogyás és a belföldi vándorlási különbözet, 1980–2007

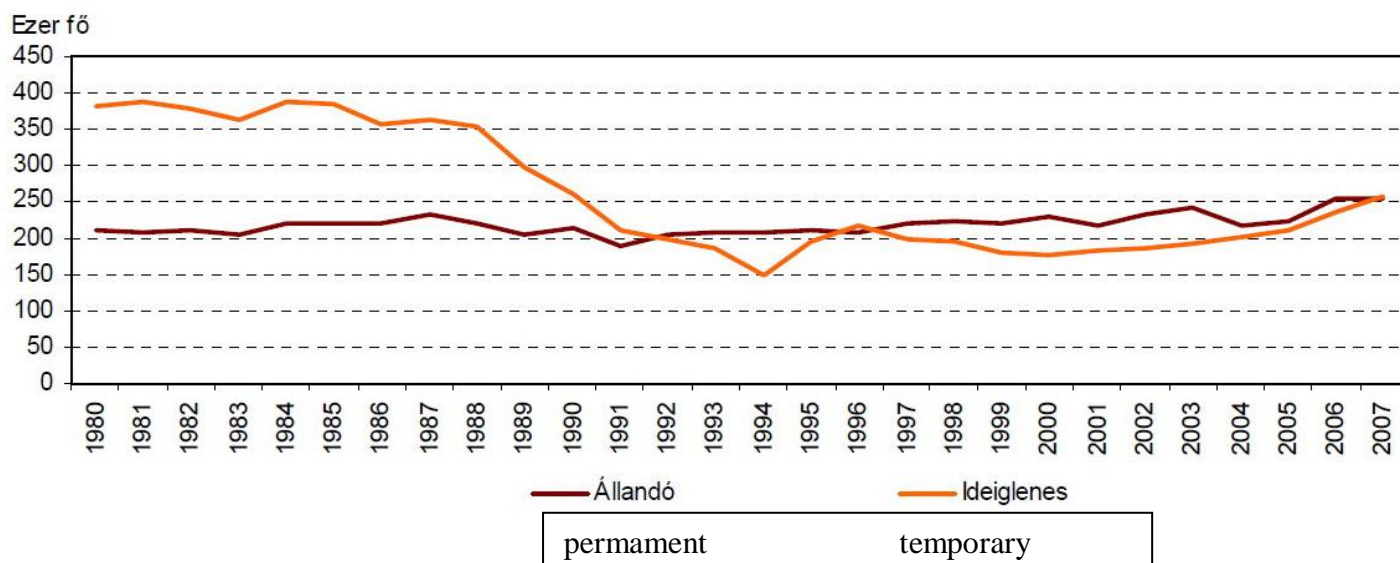


The situation of the regions –in this case- also formed as shown in case of permanent migrations. The greatest deficiency of the constant migratory movement between 2000 and 2007 was noted in the Northern Great Plain, on yearly average it was 3300 heads. The difference of the temporary migration decreased -in a greater extent- the population of Northern Hungary to a greater extent than the population of the Northern Great Plain.

On the whole, the deficiency of the regional migration was most substantial, on a yearly average 4300 heads (Not far behind from this is Northern Hungary.).

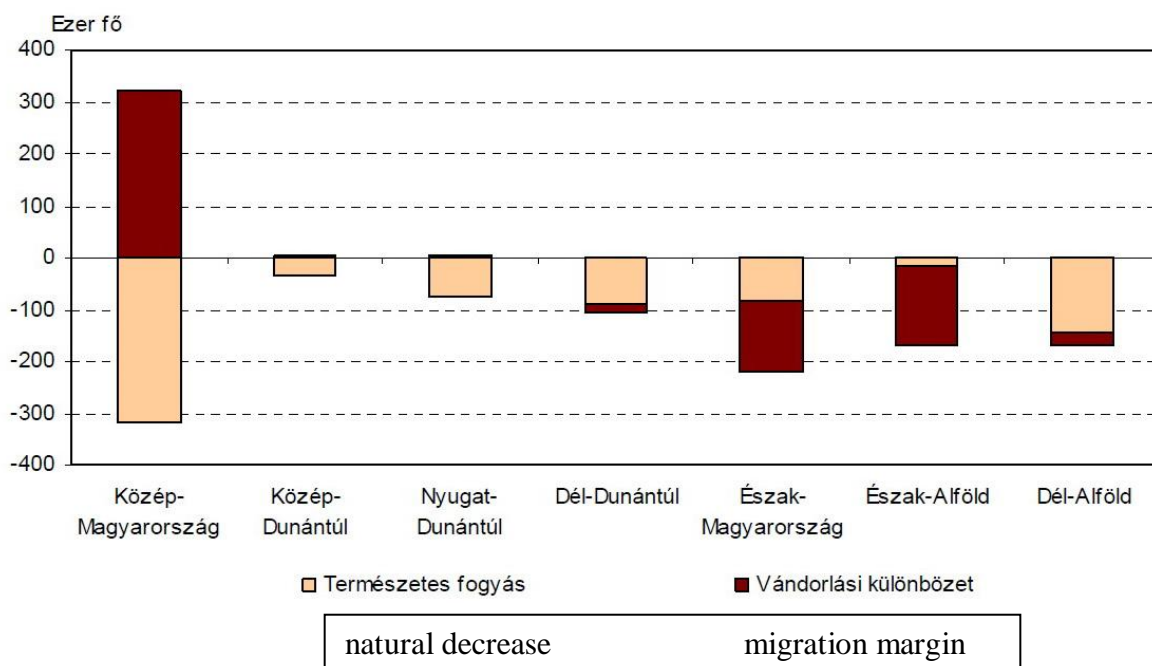
Numbers of the permanent and the temporary migration

Az állandó és az ideiglenes vándorlások száma



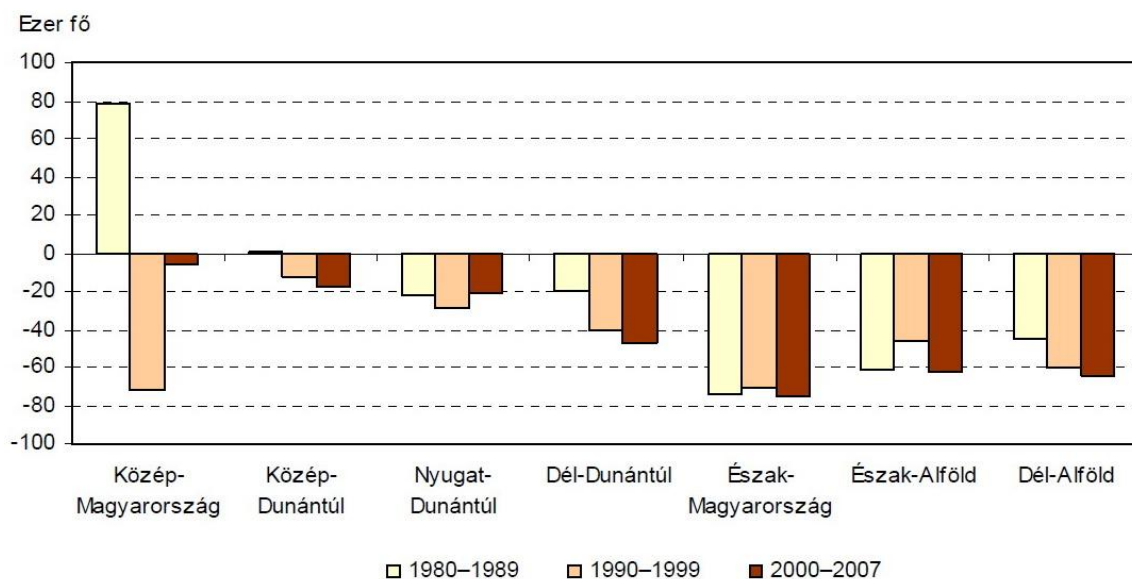
Natural people movement and domestic migration, 1980-2007

A természetes népmozgalom és a belföldi vándorlások alakulása 1980–2007



From the natural people movement and the domestic migration resultant the population changes

A természetes népmozgalomból és a belföldi vándorlásból eredő népességszám-változás

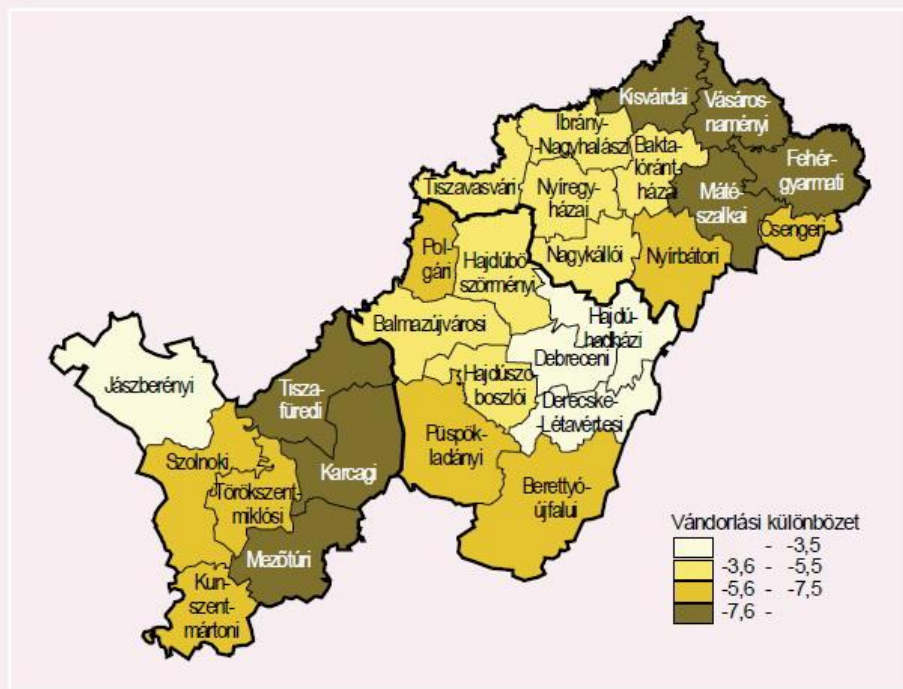


The Balance of National Migration of Micro-Regions

The national migratory movement differently affected the micro-regions of the Northern Great Plain. The balance of the constant migrations of 2007 was negative in all micro-regions of the region. (In case of the three county seats- Debrecen, Nyíregyháza and Szolnok-, there was also a deficiency, causing a lack of 500 heads in respect of constant migration.) The difference of the tempoary migrations showed a deficiency except for the micro-region of Debrecen, however, in case of constant migration, the difference is moderate. The difference of the internal migration indicates the degree of development of the particular micro-regions. For presenting the above, as the basis we took the last classification (of year 2007) in respect of regional development of the micro-regions' permanent and temporary migration- taken as one. Out of the most disadvantageous micro-regions a quite big number show a great loss. The greatest migratory lack was reached by the micro-regions of Vásárosnamény and Tiszafüred. In these two regions the migratory lack on every 1000 people reached 10-11 thousandth per head, which is five times more than of the micro-region with the smallest lack measured in Jászberény, Hajdúhadház and Debrecen micro-counties. The shortage of further similarly disadvantageous micro-regions –except for the micro-region of Baktalórántháza- also –to a great extent- exceeded the average of the region. The "merely" disadvantageous classification indicates a relatively advanced stage of development- compared to the most disadvantageous ones. Out of these micro-counties, the specific migratory loss of Mezőtúr and Karcag micro-counties was double and Karcag's micro-county was 1,4 times more than the average of the region. The four non-favoured micro-counties- Debrecen, Szolnok, Nyíregyháza, Hajdúszoboszló- except for Szolnok showed a smaller value of migratory loss per 1000 heads than the regional average counted with the same content. The greater migratory lack of Szolnok micro-county is due to the closeness of the capital city. The micro-counties that show the greatest migratory deficiency are the ones on the border of the county in Szabolcs-Szatmár-Bereg county and the micro-counties of Jász-Nagykun-Szolnok county that can be found on the border with Hajdú-Bihar county.

Domestic migration margin per 1000 inhabitant, 2007

Ezer lakosra jutó belföldi vándorlási különbözet, 2007



The Direction of National Migrations

Besides examining the national migrations in respect of their characteristic in volume it is also important to analyse their direction, too. The main and growing destination of migrations from the Northern Great Plain is Central Hungary. In 2000 half of the migrants, in 2007 almost six tenth of the migrants registered their residency -as permanent or temporary- in Central Hungary. Out of all migrants, 16% migrated to the Transdanubian region for permanent or temporary residency purposes. This was less by 2 percentage than of year 2000. However, the preferred regions for those migrating from the above regions were in the direction of north and south, namely Northern Hungary and the Southern Great Plain. In 2000, into these migrated 32% of migrants of the Northern Great Plain, and 27 % in 2007. In case of permanent and temporary type of migrations both, the above mentioned proportions were typical. A slight difference was due to the fact, that Northern Hungary took a greater proportion in the temporary migration than in the permanent one. This can be explained by the closeness of the region's university city: Miskolc. The smallest number of migrants from the Northern Great Plain settled in Southern Transdanubian for permanent or temporary residency purposes.

Direction of the migration from the North Great Plain

Az elvándorlások iránya Észak-Alföldről				
Destination	Permanent		Temporary	
	2000	2007	2000	2007
Közép-Magyarország	4 740	7 465	5 129	8 546
Közép-Dunántúl	813	1 057	837	1 047
Nyugat-Dunántúl	570	663	560	766
Dél-Dunántúl	393	355	273	382
Észak-Magyarország	1 775	1 866	1 813	2 385
Dél-Alföld	1 366	1 512	1 306	1 892
ÖSSZESEN	9 657	12 918	9 918	15 018

Between 2000 and 2007, the extent of migration grew- except for the Southern Transdanubian region. The most significant growth of migrations can be noted towards Central Hungary.

Considering the type of settlement, a growing number –in 2007 80%- of the migrants migrating from The Northern Great Plain either for final and temporary purposes moved to cities of other regions, out of which half of them chose the capital city as their new residency. In case of villages the situation was –obviously- the opposite: the 26% of share in year 2006 decreased to 20% in 2007. The permanent and temporary migrations' trend in consideration of settlement types was similar. In temporary migration, the cities' role is more significant (especially of Budapest). In spite of its migratory deficiency, Northern Great Plain is also a receptive region. The rank of those regions accepting temporary or permanent migrants corresponds to those leaving the region. This means, that most migrants come to the region from Central Hungary and Southern Great Plain. The proportion of the Transdanubian regions is moderate, the most significant one is of Central Transdanubian.

Migraton into the NGP

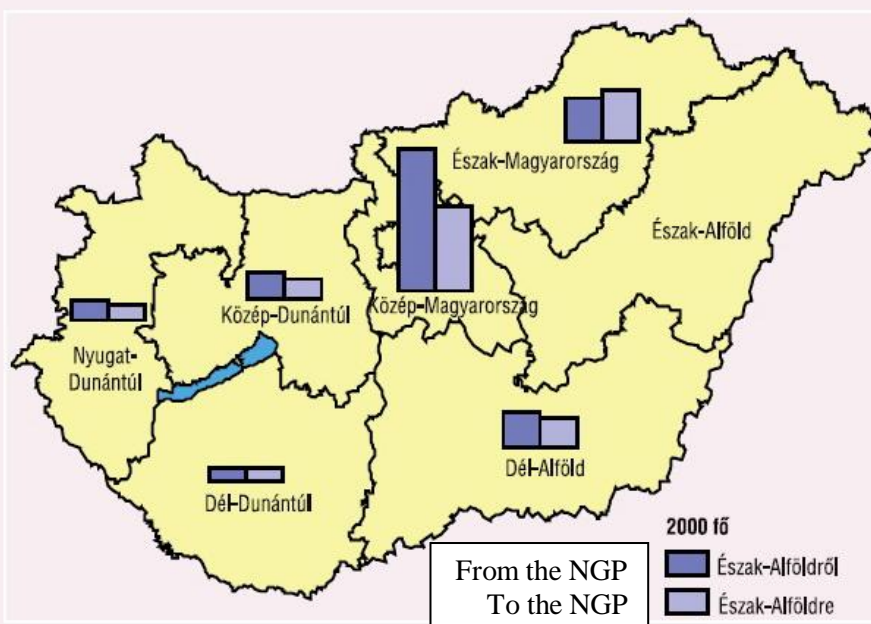
Vándorlások az Észak-Alföldre

Honnan	Állandó		Ideiglenes	
	2000	2007	2000	2007
Közép-Magyarország	3 907	3 007	5 065	6 178
Közép-Dunántúl	554	565	558	847
Nyugat-Dunántúl	220	304	392	552
Dél-Dunántúl	357	262	261	341
Észak-Magyarország	1 961	2 146	1 713	3054
Dél-Alföld	1 067	1 066	1 256	1 635
ÖSSZESEN	8 066	7 350	9 245	12 607

67-68% of migrants to Northern Great Plain settle in cities of the region. The relation of the receptive ratio is similar in case of permanent and temporary migration, however, in case of the latter one it is a little higher. Due to the region's relative backwardness, the number of newcomers tends to be less than of those migrating from the region- except for Northern Hungary. It implies the region's moderate opportunities, too, that in 2007 the extent of final migrations from the region was much bigger (47%) than of the migrations to the region (37%). Considering the balance of migrations into and out of the region, in 2007, Northern Great Plain had a winning only in case of Northern Hungary. The greatest loss of migration of Northern Great Plain region was noticed in case of Central Hungary, and also –but a significantly smaller lack than the one registered in the central region- in Central Transdanubian and Southern Great Plain regions.

Migration from/ to the NGP

Az el- és odavándorlások észak-alföldi vonatkozásai, 2007



Migration to the NGP

Vándorlások az Észak-Alföldre

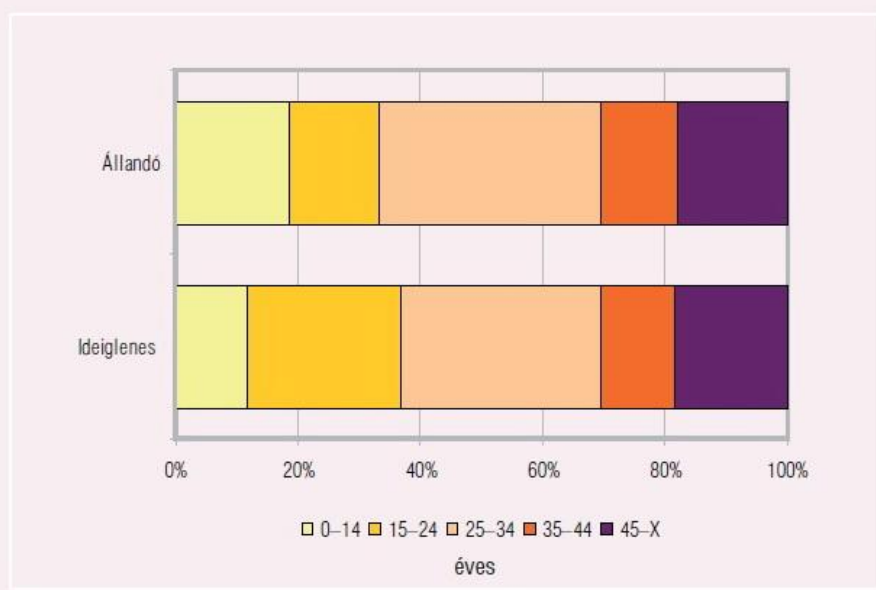
FROM	Permanent		Temporary	
	2000	2007	2000	2007
Közép-Magyarország	3 907	3 007	5 065	6 178
Közép-Dunántúl	554	565	558	847
Nyugat-Dunántúl	220	304	392	552
Dél-Dunántúl	357	262	261	341
Észak-Magyarország	1 961	2 146	1 713	3054
Dél-Alföld	1 067	1 066	1 256	1 635
ÖSSZESEN	8 066	7 350	9 245	12 607

The Characteristics of those Taking Part in the Internal Migration

We obtain information on the gender, age and marital status of those taking part in the national migratory movement. It can be concluded, that mainly those, belonging to younger generations, usually take part in national migration, so the migrations toward a region rejuvenate that particular region, whereas the migrations from that region make the population of the given region older. On the long run, the age of the migrants plays an important role in forming of the number of inhabitants both of the accepting and releasing regions in connection with the ability of having an effect on the reproduction of population of the regions in question.

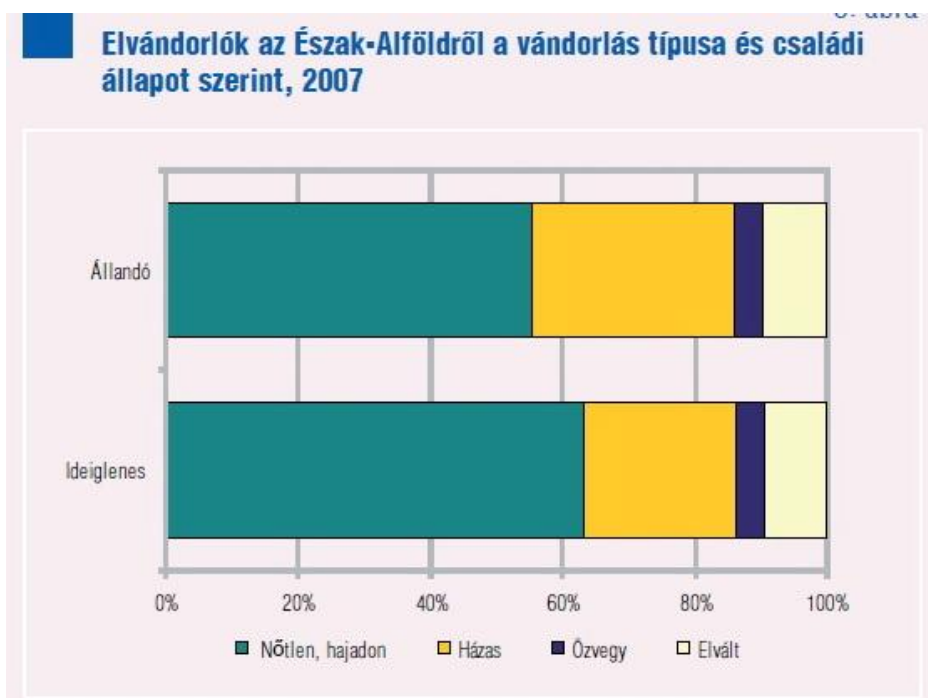
migrant from the NGP by the migration type and age, 2007

Elvándorlók az Észak-Alföldről a vándorlás típusa és korcsoport szerint, 2007



Besides the great amount of migration from the region and migratory loss, the structure of the population of Northern Great Plain region is younger than the average of the country, because a bigger number of child bringing inclination is typical of the region as well as a higher fertility proportion. Taking into consideration, that in the period in question in the migratory movement of Northern Great Plain, the migrants leaving the region continuously exceeded the number of migrants coming to the region, we start our analysis with those leaving the region. Seven tenth of those migrating from the region was below the age of 35, both in case of permanent and temporary migration. In case of permanent migrants, those between the age of 0- 14 take part up to 18%, almost a four tenth proportion is presented by those at the age of 25-34. This can be partially explained by the fact that one of the most populous constituents of the group of migrants are young parents and their children, respectively families and also single young adults. In case of temporary migration, there is a much smaller proportion of children than in case of permanent migration, while the ration is much higher in case of the age group of 15-24 years old (25%). Besides the aim of working, this indicates the emphasis of migration for learning purposes, in case of temporary migration. The number of 15-24 years old's temporary migration in 2007 corresponded to the one in year 2000, besides the growing number of those taking part in university education. The wide range of opportunities of education increased in the region, the number of tracks grew in a great extent, causing the broadening of universities and other higher grades of education in the region. The age group of 35-44 years old's takes a 12-13% part in permanent and temporary migration which is higher in both respects compared to the registered data at the millennium. Migrants above 45 years of age formed a group of 5-8%. Their presence lessened in permanent migration, while it grew in case of temporary migration. Based on the type of migration, a notable difference can be shown in respect of the marital status of the migrants. The greatest proportion of those migrating from the region, 60% was unmarried and 27% was married. The number of divorced (10%) and widowed (4%) is much smaller than that of the above. In case of permanent migration, the number of unmarried is smaller than the average, 55 percent, however, in case of the married ones, it is higher, 31 percentage. 63% of the temporary migrants were unmarried.

Migrant from the NGP by the migration type and marital status, 2007



The mobility of the population differs in respect of gender. According to the data of year 2007, 53% were women of the growing number of the population both in case of permanent and temporary migration, too. The greater proportion of women in migration can be explained by their greater ratio in appearance at secondary and university education. The main characteristics of the migrating into the region are –on the whole- similar to those migrating from the region. There is a smaller proportion of migrants in the age group of 25-34 years old, who choose the region as their permanent residence compared to those who migrate from the region, whereas in case of other age groups this number is higher. The ratio is smaller of the temporary migrants younger than the age of 34 and older than the age of 65, than in case of migrants leaving the region. The migrants willing to settle for good in the region, compared to those leaving the region for good, the number of unmarried and married is smaller than the amount of the group of widowed and divorced ones. The proportion of married is slightly higher in case of migrants coming to the Northern Great Plain for temporary settling purposes, than in case of those temporarily leaving the region. The number of women is a little bigger than of men coming to the region for temporary or permanent residence purposes, just as well as in case of migrating from the region. The difference of structural characteristics of migration –in and out of the region- also plays a role in showing a deficient population in the demographical index. This is mainly caused by the characteristics of the ones leaving the region as their number is noticeably bigger than the ones migrating into the region. Therefore, the migration of the region noticeably makes the structure of the population older. Out of the 5000-6000 head- migration of year 2007, 2000 heads were of the age group of 25-34 years old and 1700 people were even younger. The greater amount (1800 people) of the loss of migratory movement of 2400 heads also affected those under the age of 35 years old.

1.4 Economic structure (gross value added and/or employees resp. employees with social insurance)

Employment, unemployment

As regards the numbers employed, there was consistent growth for a long time in Észak-Alföld. There was, however, a significant fall between 2003 and 2005, followed by an increase in 2006.

An analysis of the rate of employment sheds light on a major weakness of the Észak-Alföld Region: it is rather low within the 15-74 age group by Hungarian, EU and international standards (2005: 44.7% compared to 50.5% in Hungary, 51.3% in EU25, 62.3% in the USA and 57.6% Japan); in this respect the region only precedes the North Hungary Region (figures for 2006: Észak-Alföld 45.75%, Hungary 50.9%). On the other hand, it is positive that following a decrease between 2003 and 2005 (2003: 45.93%; 2004: 45.02%; 2005: 44.66%) the indicator increased in 2006 (45.75%).

Unemployment is closely related to employment in the Észak-Alföld Region. While the rate of unemployment fell significantly between the late 1990s and 2003 (2003: 6.8%), there has been a sharp rise recently (2006: 10.9%), thus, the Region ranks 6th in Hungary.

The reason why, despite the unfavourable employment indicators, the situation of the Hungarian regions and, among them, that of Észak-Alföld cannot, in terms of

unemployment, be regarded as unfavourable in the EU is Hungary's specific circumstance (a high proportion of the economically inactive).

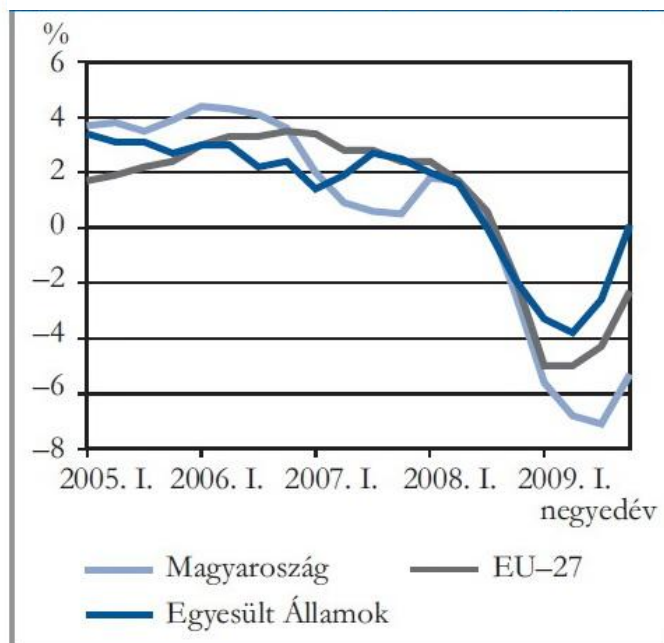
In 2004 the unemployment rate in the EU stood at 9.2%. With its 7.2% rate Észak-Alföld ranked 116th among 251 regions and 11th among the regions of the 10 new entrants. Within unemployment, with regard to unequal opportunities, one cannot fail to notice duality: on the one hand, compared to other regions, there is hardly any difference between male and female unemployment (9.0% and 9.1% respectively); on the other hand, in respect of the above-referenced quality indicators, women in Észak-Alföld are always worse off than men (the proportion of the graduates unemployed and the permanently unemployed is 11.4% and 55.5%).

Changes of the Gross Domestic Product

Megnevezés	2006	2007	2008
Folyó áron, milliárd forint			
GDP	23 755	25 408	26 543
A külföldi munkavállalói jövedelmek egyenlege	240	191	195
Külföldi tulajdonosi jövedelmek egyenlege	-1 734	-2 109	-2 116
ebből: kamat és osztalék jellegű jövedelmek	-1 340	-1 555	-1 922
újrabefektetett jövedelmek	-394	-554	-194
EU-nak fizetett adók és kapott támogatások egyenlege	118	111	139
Összes korrekció	-1 376	-1 807	-1 782
GNI	22 380	23 601	24 762
Százalékban			
GNI éves változása összehasonlító áron	3,6	-0,4	1,1
GNI a GDP százalékában	94,2	92,9	93,3

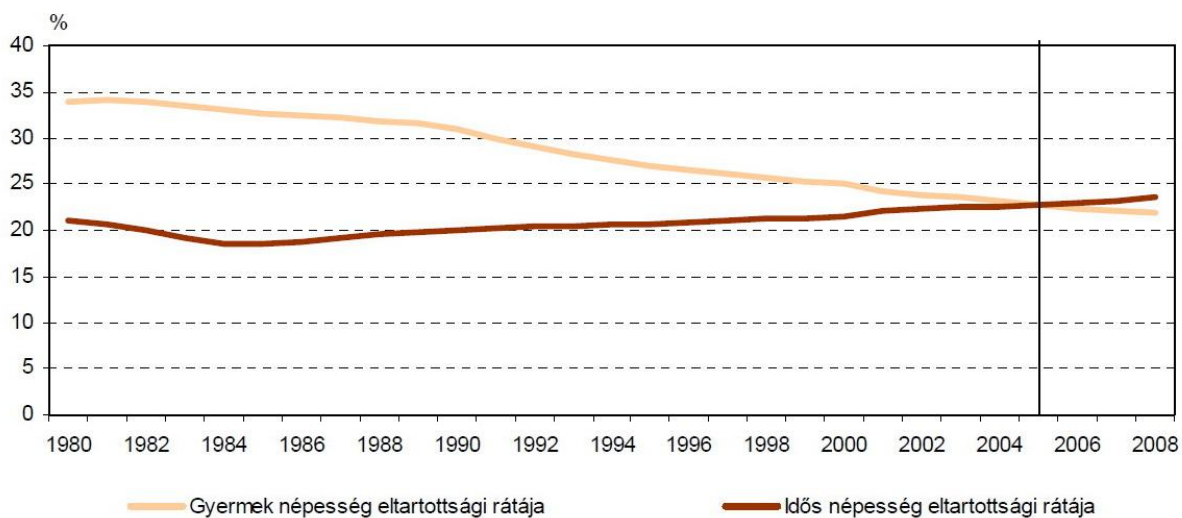
⁷ A 12 új uniós tagországban átlagosan egy lakosra 5700 dollár, Magyarországon 6300 dollár jutott. A GDP-hez viszonyított arányszám 47, illetve 41% volt.

Changes of the GDP from the previous year same quarter (based on seasonal and working day s effect correction)



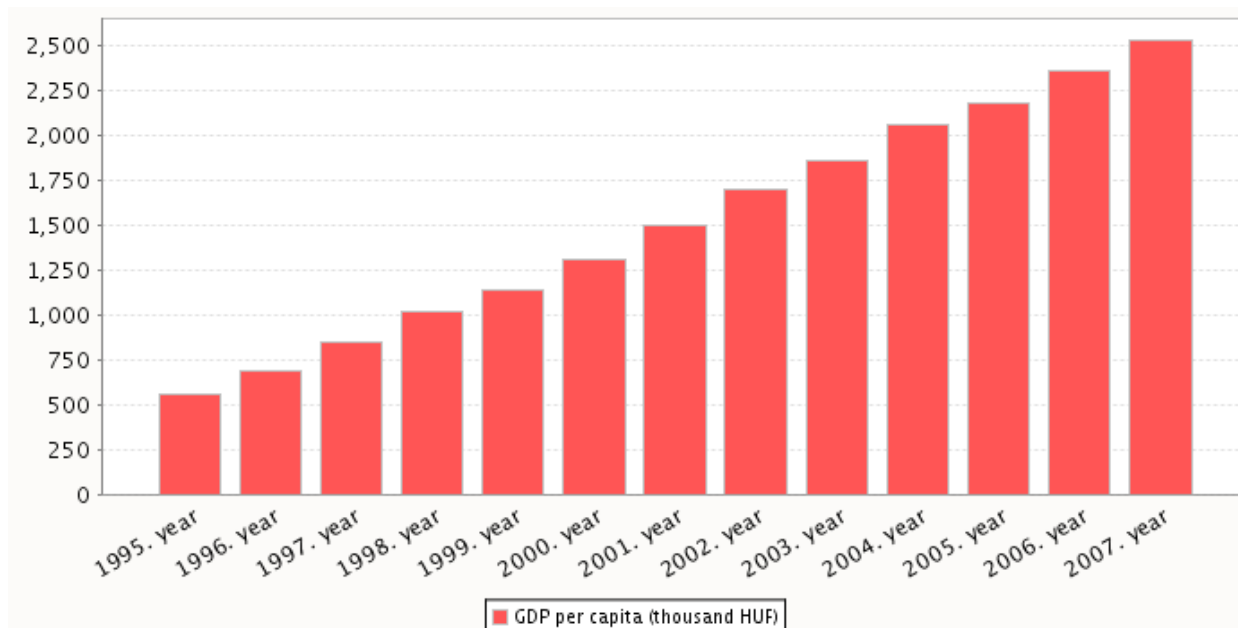
Rate of the child and older dependants, 1980-2008

A gyermek és az idős népesség eltartottsági rátája, 1980–2008



1.5 Economic power (gross value added per employee or per head)

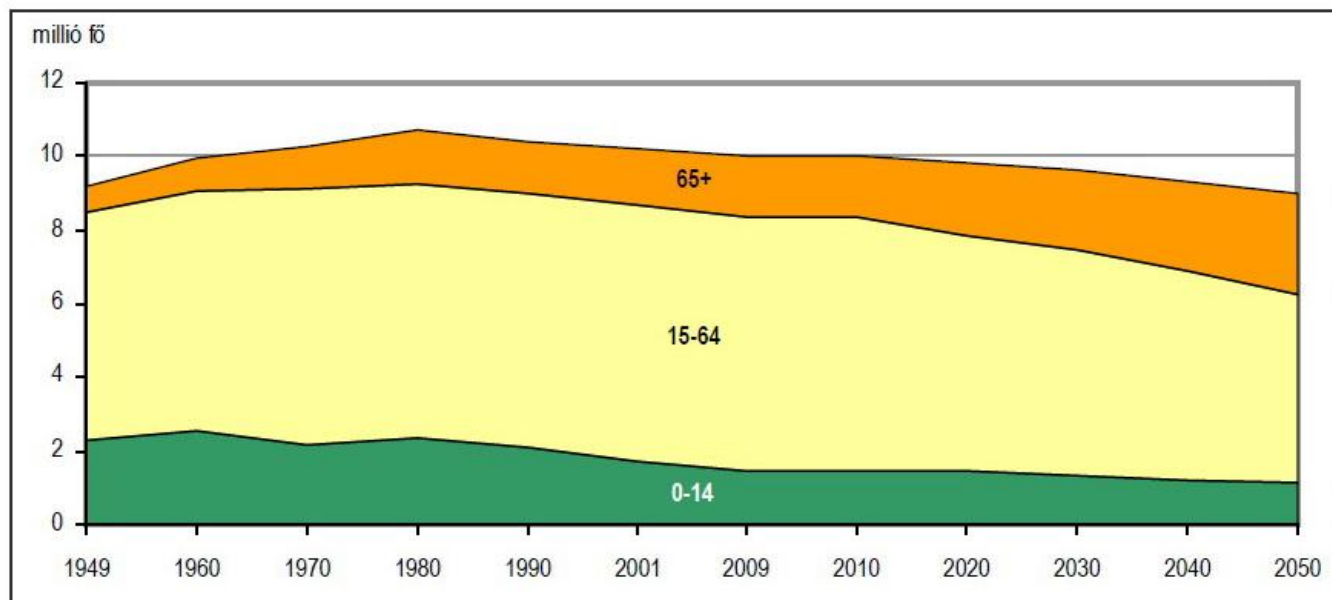
Gross Value Added, GDP, per Capita GDP (Current Price) Total economy



2. Consequences of the demographic change

Hungarian current population forecast by age group and sex, 1945-2050

Magyarország lakónépességének korcsoportonkénti megoszlása*, 1949–2050



* A Központi Statisztikai Hivatal és a Népeségtudományi Kutatóintézet előrejelzésének felhasználásával.

2.1 Short description of the changes in the age groups

Due to high birth rates, the proportion of young population (0-19 years) is which is far more than little national average (22.41/'~). The rate of the age group between 20-39 years is practically matching with the national average, (it is 28.7%, while the national average is 29%) while the share of middle and old-aged population is lower than the Hungarian average. As a result, 2.1 more young people live in tie Northern Great Plain Region than old people over the age of 65), while in the overall territory of Hungary the age difference index is 1.72 only. The average age-level is also lower in the Region (36.8 years) than the national average (38.3) but the potential lifetime at birth is almost half year shorter than the national average.

The distribution of population in the Northern Great Plain by marital status shows that the representation of singles is higher than the national average. The lower representation of old-aged population strongly correlates with the lower number of the widowed. At the same time the proportion of married couples is extremely high in the Region, especially in Szabolcs-Szatmár-Bereg County, which can only partially be explained by age structure. In the Northern Great Plain people attain higher importance to marriage than in other parts of Hungary. The indices of marriages and divorces in the large cities of the Region are the closest to the national trend, while old traditions survive mostly in villages.

2.2 Are there changes in the demand for skilled workers because of demographic change?

Taking into account the number of the settlements with an urban status, which play a key role in the implementation of various programmes, the Észak-Alföld Region is one of Hungary's most urban regions: in 2005, compared to the national 9.2%, 16.2% of its settlements had an urban status (which means a total of 63 cities/towns). Computed with a population as at 1 January 2005, compared to the national 66.1%, 63.1% of the region's population lived in towns/cities. If we also take into account the settlements that were awarded an urban status in 2005, it rises to 64.4%. A serious problem facing the region is that, among the cities/towns in the region – especially on the peripheries –, low-performing settlements with hardly any impact on the surrounding space, providing services of a rather unpredictable standard are strongly over represented, while there are only few medium-size towns and truly large cities. Furthermore, the standard of local administration in the majority of the settlements with or without an urban status is rather low. E-administration is still few and far between.

In the Észak-Alföld Region the number of the population fell between 2001 and 2005; its extent was, however, below the national average. Thus, in respect of this indicator, it ranks 3rd among the regions. The reasons underlying the favourable trend are fundamentally standard demographic processes: although there has been natural waste in the Észak-Alföld Region recently, its extent (2003: 2.7‰; 2004: 2.2‰, 2005: 2.8‰) has long been the lowest in the country. The situation looks more dismal in respect of migration. The Region has long been regarded as a “population emitter”, with the resultant negative migration balance. Regarding the counties constituting the Észak-Alföld region, it is safe to assume that, from the perspective of natural demographic processes, Szabolcs-Szatmár-Bereg County is in the most favourable situation quantitatively: decrease in the population was the lowest here after Pest County. Furthermore, in 2005, among the counties, in respect of the birth ratio, it ranked second (Hajdú-Bihar County ranked 3rd), while, in respect of mortality Hajdú-Bihar County and Szabolcs-Szatmár-Bereg County ranked 4th and 6th respectively. Just the opposite the case with migration: in respect of emigration, Szabolcs-Szatmár-Bereg County has had very poor indicators for a long time now. The same has also held true for Jász-Nagykun-Szolnok County. A look at the trends in the counties reveals that the majority of the settlements where the number of the population has increased are in the vicinity of Debrecen, Nyíregyháza and Szolnok, which is attributable primarily to emigration from the county towns. At the other end of the spectrum, too, there emerges a spatial trend: the majority of the settlements with a shrinking population are situated on the peripheries, where access is difficult, in the vicinity of the county boundaries or the state frontier.

The Észak-Alföld is a region with the youngest age composition in Hungary: the ageing index was the lowest in both 2001 and 2005. Within the Region Szabolcs-Szatmár-Bereg County is in the most favourable situation, as its ageing index was below 1 even in 2005, which is ascribable to the high proportion of the Roma population discussed above. However, in the coming period, similar to the national trend, ageing is expected to accelerate, which, in turn, will lead to an increase in those in need of care.

Despite a mortality ratio that is below the national average, the population's state of health is far from being good. An analysis of the individual age groups shows that, except for the age group of 0-9, regional data are worse than national figures in all the other age groups. In addition, despite some improvement over the past years, in respect of life expectancy at birth, the Region ranked penultimate among the regions for both men (67.72 yrs) and women (76.62 yrs) in 2004.

Unfavourable health data are likely to be related to the fact that the standard of health care is not satisfactory, and that the distribution of and load on healthcare are uneven. The development of the institutional system cannot catch up with the number of those in need of care. Although in terms of the availability of pharmacies and ambulance the Észak-Alföld Region ranks 2nd-3rd (as regards the former, it should be noted that there are no pharmacies open for the public in 130 settlements of the Region), it ranks last among the regions in the country in respect of the provision of GP and penultimate in respect of the mean indicators of hospital beds. A further problem is the absence of complex centres of prevention and health protection, leisure centres and those promoting regular exercise, multi-functional community space and a regional healthcare system tending local residents as well as the low standard or, in some areas, a lack of institutions of rehabilitation.

3. Characterisation of the education infrastructure

Increase investment in human capital through better education and skills

One of the most serious problems in the European labour market is the fact that many cannot enter or stay permanently at the labour market for lack of proper education or training. Raising the standard of training is all the more a topical issue as economic development presupposes the availability of the necessary human resources, and as regards the educational level of the population, the Észak-Alföld Region ranks last among the regions in respect of two indicators (the 15+ age group completing at least primary education; the 18+ age group having at least a certificate of secondary education. (The situation is especially serious in the case of primary school students, since in this category Jász-Nagykun-Szolnok and Szabolcs-Szatmár-Bereg Counties rank penultimate and last respectively among the counties).

At the pre-school level overcrowded crèches pose a serious problem. Compared to the national 93.4% utilisation, the corresponding figure for the Észak-Alföld is 96.5%; it is especially high (over 100%) in the Hajdúhadház, Ibrány-nagyhalász, Hajdúböszörmény, Baktalórántháza, Nagykálló, Derecske-létavértes, Nyírbátor, Balmazújváros and Tiszavasvár micro-regions.

Similarly to national trends, the Észak-Alföld has also witnessed a drop in the number of primary school students (academic year 2001/2002 – 165,045 students, academic year 2005/2006 – 151,945 students). Although the number of teachers did not follow this trend for a long time (academic year 2001/2002 – 14,708 teachers, academic year 2003/2004 – 14,797 teachers), financial considerations made themselves felt last year (academic year 2005/2006 – 14,178 teachers). In consequence, the rather desirable fall in the number of students per teacher has stopped; it has even grown somewhat.

In terms of quantity indicators (number of classrooms, number of students in a class, the teacher-to-student ratio) differences between the individual schools are not material; when, however, it comes to quality (e.g. availability of language classes, IT infrastructure, study circles, out of curricula activities, availability of teaching/learning material, the standard of school infrastructure, sports facilities, etc.), the picture is completely different. As a rule, standard is lower in smaller settlements.

In addition to a decreasing number of students, the development of crèches and primary schools is also justified by the general state and physical condition of schools and the standard of the services that they provide.

In the 1990s, simultaneously with changes at a national and global level, secondary level education also underwent a fundamental structural transformation in the Észak-Alföld Region. As the number and proportion of students at trade schools fell significantly, so the other two types of secondary education (grammar school and secondary modern school) grew in importance. As a result, the number of students at secondary modern schools (former trade schools), vocational schools and grammar schools standing at 76,464 in the academic year 1990/1991 rose, according to preliminary data to 89,499 in 399 institutions of secondary education in the academic year 2005/2006. As a result of the above referenced processes, the Region now faces a shortage of skilled workers, which may hinder the development of both processing and construction industry. A further difficulty is that tension between the various institutions (e.g. local government, municipal government, the churches and NGOs) in charge of schools often compromises the standard of education.

Institutions of higher education have a long-standing tradition in the region, with specialised institutions among them. Debrecen is a major and dynamically developing university centre of not only the Region, but also the country. University level education is available only in Debrecen, while college-level education is available in Nyíregyháza, Szolnok, Hajdúböszörmény, Jászberény and Mezőtúr.

3.1 Types of school

Main Data of Full-Time Education

In the school year of 2008/2009, 326 thousand children took part in nursery school education, 789 children participated in full-time primary school education, in secondary school education 1 574, and in universities and other higher grades of education further 243 thousand students studied. The growing number of the age group of 3-5 years old goes to nursery school, in 2008, their ratio was 88% which is by 6% more than it was characteristic at the beginning of the 1990's. In interantional comparison this exceeds the average volume of other countries' in the European Union (in 2006 it was almost 6 percentage). In 2008/2009, beside the growth of the proportion, the absolute number of those going to nursery also increased. In the school year of 2008/2009, 326 thousand children were educated in nurseries, by 1700 more than in the previous year. The number of primay school students – due to the decrease of the age group in question- noticably fell: in the school year of 2008/2009, 789 thousand students studied in full-time education, which was less by 20 thousand than in the previous school year. The number of children with special needs -

studying in primary school classes and in integrated education- was of 53 thousand heads, which was less by 5 thousand than in the previous year. In year 5 to 8, 27 thousand students were educated in 6 or 8 year long grammar schools. The decrease of young population in these education types cannot be felt. As the result of the fall of the number of the students studying at primary schools, the number of those successfully finishing year 8 reduced. In 2008, only 110 thousand students in year 8 finished their full- time primary school studies, all of which continued their studies in some kind of secondary educational institution.

The unfavourable demographical tendencies cannot be compensated by the lengthening of the educational period, the number of students in full-time secondary education also dropped: 574 thousand entered, by 1200 less than in the previous year. The ratio characteristic of the last 4-5 years remained: 23% of the entered students (134 thousand heads) studies in technical institutes not providing an A-level, 41% (237 thousand students) study in specialised secondary schools and 36% (204 thousand people) are educated in grammar schools.

Due to the shortening of the number of participants, those who obtained their A-level at full time education in 2008 were 68,5 thousand students, half of it finishing their studies in specialised secondary schools and the other half in grammar schools. In this same year, 20,6 thousand took a successful special examination in technical institutes and 24,2 thousand in specialised secondary schools. There are two possible ways for the young people having finished their studies: one alternative is to study further- to enter the university education or take part in further special courses- or they enter the labour market. It is a "less successful" alternative to leave the education during one of the levels, abolishing their studies without obtaining the qualifications (so called early school leavers). In this respect there is a great difference within the European Union: the range of young people whose educational level is not more than primary and have not been trained further, is between 4 and 37%. Hungary's position –in this respect- is quite favourable: in 2007, in the age range of 18-24, 13% of men and 10% of women belonged to this group, which is less by 7% compared to the last 10 years. In the school year of 2008/2009, only 60% of those after A-level participated at specialised trainings, and this falling tendency is still present. The most famous trainings were the following: economy and management (23%), technical (21%), services (19%), the ratio of the study of sciences and arts does not reach 0,5% and 1%. The number of those continuing their studies after acquiring A-level has grown in the last few years: while in 1900 only 36% got into universities, by the middle of the decade –besides the growing number of applicants- the ratio grew to 58%, in 2008 –not because of the lessening of the applicants- it reached 77%. The growth of the number of students educated at universities stopped in the last school year. In the school year of 2008/2009, 243 thousand young people registered to different types of full-time studies. 147 thousand students studied at university at BSC, BA or undivided training, 78 thousand studied at undivided finishing trainings of universities. Besides these, 13 thousand students participated in university level special trainings, 5300 students got further specialised trainings and Phd programs. In international comparison the ratio of those educated at universities is higher than the average of the European Union, however the number of those educated at further specialised training is extremely small.

In the last few years the higher education –in respect of educational fields- has changed, due to the spreading of the sectors of the economy (in 2008 their share was 20%). Compared to the previous school years, the amount of technical majors grew (17%) and

decreased the number of teacher training courses (7%), the number of human and social studies was more than 10-10%. 30 thousand students obtain their degree every year at full-time studies of higher education which is a higher amount and also in ratio it is greater, too, than it was characteristic of previous time periods. At the beginning of the 1990's, only 11-12% of the age group of 22 years old finished successfully their higher studies. This number was 21% in 2008 (29 thousand heads). In the last few years, out of all degrees in the European Union -on average- 2,6% of the students received their Phd level, which was only 1,3% in Hungary.

3.2 Hungarian Education System (General overview)

1. Education population and language of instruction

In 2008 the number of people aged between 0 and 29 was 3 538 257, which is the 35.2 % of the total population. 1 532 000 were involved in compulsory education. The official language of instruction is Hungarian. Officially recognized ethnic and national minorities (e.g. German, Romanian, Slovenian, Serb, Croatian and Greek) have public minority educational institutions where their own language is used as first or second language of instruction.

2. Administrative control and extent of public-sector funded education

Public education institutions may be established and maintained by the state, local governments, minority local governments (hereinafter public sector schools), legal entities as well as natural persons (as private entrepreneurs). The state provides the maintainer of both public-sector and other institutions of public education with a budget subsidy for the performance of their tasks. The extent of the subsidy shall be determined in the annual Budget Act. Public sector schools may not be committed to any religion or ideology, while non-public-sector schools may operate as educational institutions committed to a religion or ideology. The predominant majority of children (89 %) attend public-sector schools (kindergartens and schools), which are administered by public authorities, primarily the local governments. Compulsory education is free in public-sector schools and also in private schools in case they have a public education agreement with a local government. Horizontally, administrative responsibilities are shared between the Ministry of Education and Culture and other ministries: primarily the Ministry responsible for the Social Affairs and Labour, the Ministry of Finance and the Ministry of Local Governments. As a result of the establishment of the new government in 2006, responsibility for defining the content of school based vocational education has been transferred to the Ministry of Social Affairs and Labour, while the Ministry of Education and Culture continues to be responsible for the overall management of public and higher education. Vertically, the tasks related to administrative control and management responsibilities are in part decentralized and shared among the central (national) government, the local (county and/or community level) authorities and the respective educational institutions.

The overall control is the responsibility of the Minister of Education and Culture, whose authority covers all the issues and activities falling under the Act on Public Education irrespectively of that where the activity takes place, in what kind of institution or who the maintainer of the institution is. National Public Education Council (*Országos Köznevelési Tanács*) is the minister's professional advisory body – established by the Act on Public Education – which contributes to the preparations of decision-making, forming opinion and makes proposals. Public Education Policy Council (*Közüktatás-politikai Tanács*) assists the minister responsible for education by preparing decisions, giving opinions and putting up proposals on public education policy. It is entitled to take a stand on issues of public education and policy at national level with the exception of reconciliation of interests related to employment and civil servant status. The Educational Authority (*Oktatási Hivatal*) was set

up in 2006 to merge several public education and higher education government agencies. The Authority operates as a central office, under the control of the Minister of Education and Culture. It participates in the organisation and coordination of control, assessment and evaluation tasks regarding all levels of education. It cooperates in the performance of tasks of authorities specified in the Public Education Act and belonging to the sphere of authority of the minister. It exercises official jurisdiction as a court of common pleas. It participates in organising the national secondary school leaving examination (*érettségi vizsga*) and the passing of judgements on appeals for legal redress. It operates the independent examination board of examinations taken during studies. It cooperates in the tasks related to the National Register of Experts and Examiners. It participates in the tasks related to regional development belonging to the scope of branch governance and the funding related to that. As a national authority it can conduct proceedings for infringement of regulations and also may impose fine.

The Educational Authority also has functions related to the establishment of faculties and courses at higher education institutions, determining the maximum number of pupils to be admitted to individual higher education institutions, authorising the operation of foreign higher education institutions in Hungary and keeping records of the courses they offer, coordination required for EU guidelines on the recognition of qualifications in Hungary as well as the registration of certificates, diplomas and doctoral degrees conferred by higher education institutions. The Hungarian Equivalence and Information Centre (HEIC) responsible for the recognition of foreign diplomas, certificates and degrees, is also located within the Authority.

Municipalities undertake tasks related to kindergarten (*óvoda*) and primary public education, and also secondary education. In case the secondary education presents difficulties, the tasks can be transferred to or shared with county/ capital (in Budapest) local governments. Municipalities control the legality of operation and management; make decisions about the establishment; specify the budget; supervise the finances and legal operation and the efficacy of professional work. In the case of state-funded education, municipalities often act as maintainers of the educational institutions. The maintainer appoints the heads of public education institutions and practices the employer's rights over them. Within the local and county governments town clerk exercise the rights of authority. Public education institutions enjoy a high degree of autonomy in (organising and undertaking) pedagogical work and in practicing the employer's rights over the teaching staff.

3. Pre-primary education

Pre-primary education is considered to be an integral part of the formal school system. For municipalities in Hungary, it is a compulsory task to provide pre-primary education. Children aged 3 to 8 can attend kindergartens (*óvoda*). The average age range of children who attend kindergarten (*óvoda*) is from 3 to 6. Attendance of 8 year-olds is extremely rare although law allows it in special cases. Participation until the age of 5 is optional. One preparatory year is compulsory at the end of which kindergartens provide expert opinion on the school readiness of children. In 2008/09 85 % of kindergarten-age children attended kindergartens (*óvoda*). Public-sector kindergartens (*óvoda*) are free: they can only charge a compensation for extra services not included in their basic tasks, e.g. for meals, excursions. Non state kindergartens (*óvoda*) may charge fees.

4. Compulsory education

School-based compulsory education comprises the following phases: the final year of pre-primary education, primary education, secondary education and the phase of school-based education preparing pupils for obtaining vocational qualifications. Free and compulsory education starts at the age of 5 and it ends at the age of 18. Vocational education and training can not be commenced before the age of 16 (before 14 in exceptional cases) since pupils have to acquire basic and general knowledge and skills up to that age.

(i) Phases

Óvoda/Kindergarten (pre-primary/pre-school education) – just the final year is compulsory (ISCED 0)	Age 5-6/7 (in special cases can be 8)
Általános iskola (primary and lower secondary education – single structure) (ISCED 1 + 2)	Age 6/7-14 - age 6-8, introductory cycle - age 8-10, rudimentary cycle - age 10-12, foundation cycle - age 12-14, developmental cycle
Gimnázium ⁽¹⁾ (general lower and upper secondary education) (ISCED 3 or 2 + 3)	Age 10/12/14-18/19
Szakközépiskola –upper secondary general and post secondary non tertiary vocational education (ISCED 3, 4). ISCED 4 is not compulsory (see point 5 -Post compulsory education). Education is compulsory until the age of 18.	Age 14-18/19/20
Szakiskola – upper secondary vocational education and training with a two-year general educational phase (ISCED 3) Education is compulsory until the age of 18.	Age 14-16 (general) 16-18/19/20 years (vocational)
Szakiskola ² – remedial-lower secondary general (ISCED 2) and upper secondary vocational education and training (ISCED 3) Education is compulsory until the age of 18.	Age 15/16-18/19/20 (1-2 + 2 /3/4 years)

(ii) Admissions criteria

Parents may enrol their children to any kindergarten but kindergartens are only obliged to admit children from their catchment area. Children can attend kindergarten from the age of 3 but kindergartens have to admit them only from the age of 5 (except for multiply disadvantaged children, whom they have to admit from the age of 3).

A declaration of school-readiness is required for admission to primary schools. Primary schools are obliged to enrol all pupils whose residence is within the catchment area but parents may seek admission for their children at any institution. If a primary school cannot grant all applications for admission, they decide between the applicants by drawing lots. Students with special educational needs and students whose admission is justified by their special situation may be admitted without a draw after having granted the applications of multiply disadvantaged students for admission.

The free choice of upper secondary school (*gimnázium szakközépiskola, szakiskola*) is laid down in legislation. Nevertheless, upper secondary schools (*gimnázium, szakközépiskola, szakiskola*) may stage an entrance examination or set admission requirements. The law stipulates the provision of free compulsory education; public-sector schools can only charge a compensation for some extra-curricular activities. Private-sector schools are entitled to charge fees unless they have concluded a public education agreement with a local government.

(iii) Length of school day/week/year

The Minister of Education and Culture is entitled – with the limits established by the Act on Public Education – to decide yearly about the organization of the school year. The school starts on the 1st working day of September and ends in the middle of June the following year, and it comprises 183 days of teaching. There are three (each approximately one-week long) school breaks, in autumn, winter and spring. There are five working days every week, from Monday to Friday. Lessons usually last 45 minutes. The daily timetable must be based on the statutory average of 45-minute lessons for theory classes, however, the school may organize longer (maximum 60-minute) or shorter lessons, as well. In vocational art education lessons may be longer, up to 90-minutes per lesson. Law stipulates the maximum number of lessons for each grade: 4 lessons a day in grades 1-3, 4.5 lessons a day on average in grades 4-6, 5 lessons a day in grades 7-8, 5.5 lessons a day on average in grades 9-10, 6

lessons a day from grade 11). The school day starts at 8 o'clock and typically ends about 2 p.m. but must not end later than 7 pm or 8 pm in vocational schools.

(iv) Class size/student grouping

The regulations define the maximum number of pupils/students per class as 26 (in grades 1-4), 30 (in grades 5-8) and 35 (grades 9-13). Classes and groups specialized in fields of subjects may be launched by schools in accordance with the local curriculum. Typically there is a generalist class teacher in grades 1-2 and another one in grades 3-4 but it is possible for a class teacher to teach the same class from grade 1 to grade 4. From grade 5 there are subject teachers. Pupils/students usually remain in the same form (class/group) until the end of their studies at a school; however, frequent group divisions are usual in vocational training.

(v) Curriculum control and content

The education in pre-primary school (*óvoda*) is performed on the basis of its local programme developed according to the provisions of the National *Óvoda* Core Programme, which is issued by the Government. A three-level structure constitutes the overall framework for curricular matters in primary and secondary education:

- The National Core Curriculum is a government decree, revised by the government every three years. It specifies the obligatory and common objectives of the educational/teaching work performed in the phase of establishing general knowledge as well as requirements related to knowledge, skills and abilities. It focuses on the acquisition of lifelong learning key competences.
- Optional Framework Curricula, centrally accredited or published by the Minister, based on the National Core Curriculum and serving as a basis for developing Local Curricula. In vocational education there are obligatory professional and exam requirements published by the minister responsible for vocational qualifications and optional central programmes.
- At institutional level, pedagogical programmes including the local curricula are developed by schools in accordance with the stipulations of the National Core Curriculum and are approved by the teaching staff and the maintainer. Schools may also opt to adapt the local curricula of another school or use/adapt one of the Framework Curricula. Secondary schools have to take into account the requirements of the secondary school leaving exam when drafting their local curricula.

Local curricula provide the pool of compulsory and optional study units (subjects, projects, etc.) with respect to the stipulations of the National Core Curriculum. Teachers have the right (after consulting the team of teachers of the same subject in the school) to choose the content, method, textbooks as well as the aids and tools of teaching in accordance with the educational and pedagogical program. The Minister for education, having consulted the National Public Education Council, makes a decision whether a textbook may be included on a list of eligible textbooks, provides for publishing this list and also publishes the list of tools and aids obligatory for public education institutions. The law (Act XXXVII of 2001) stipulates the rules regarding the textbook market. The accreditation and subsidy of textbooks is regulated by a decree. The minister responsible for vocational qualifications, having consulted experts and the Vocational Textbook and School Supply Council, makes a decision on textbooks to be included in vocational textbooks. The list of obligatory vocational education tools and school supplies is included in the exam requirements and is approved by the minister responsible for vocational education and training.

(vi) Assessment, progression and qualifications

Children aged between 6 and 8 can start the first grade. Pupils can continue their studies in the next year (grade) if they fulfil the requirements determined in local curricula. The teaching staff may grant exemption from fulfilling these criteria. The performance and progress of pupils are regularly evaluated by teachers throughout the school year on the basis of principles set in the local curriculum. Pupils are generally assessed based upon the

traditional numeric grading (scale 1-5). It is to be expressed in a written statement whether the pupil has done excellently, well or satisfactorily or needs coaching in the middle or at the end of the academic year in grades 1-3 and at the middle of the academic year in grade 4. In the first three grades pupils cannot be forced to repeat a year. If a pupil is assessed as one who needs coaching, the school also has to involve the parents of the pupil in the evaluation and reveal the factors impeding progress and has to put up a proposal as regards the necessary measures to cease them. In grade four and above pupils may be made to repeat a year.

The pedagogical programme of schools may stipulate to use descriptive assessment or other grading instead of using marks (scale 1-5) at mid-term, at the end of the school year and during the year. At the end of upper secondary courses in *Gimnázium* and *Szakközépiskola* students sit for the national secondary school leaving examination (*érettségi vizsga*), which is a prerequisite for admission to higher education. It is a state examination, which has to be held nationally according to uniform central examination requirements. The central examination requirements have to be specified on the basis of the examinations code. Schools may supplement the central examination requirements with local examination requirements as prescribed by their local curriculum (in accordance with the examinations code). From 2005 the exam can be taken at two levels (standard and advanced levels). The advanced level of the national secondary school leaving examination offers the possibility of getting extra scores for entrance into HEIs. The examination is organised by the schools, and in case of the advanced level exam the Educational Authority (*Oktatási Hivatal*). At the end of vocational studies students are required to take a vocational examination and get vocational qualification.

5. Post-compulsory education/upper secondary and post-secondary level

Post-compulsory education is organised as a rather complex and multilayered structure. Vocational and secondary vocational schools offer programmes with and without the requirement of the national secondary school leaving examination (*érettségi vizsga*), and accredited post-secondary vocational programmes. The same institution offers training to pupils who are subject to compulsory education and who do not attend compulsory education any longer. Meanwhile, the same training programme can be attended in the framework of both mainstream and nonmainstream education, as well. Post-compulsory education is provided both by the public and the for-profit sector and is regulated by Act LXXVI of 1993 on Vocational Education and Act CI of 2001 on Adult Education. Responsibility for vocational education and training and adult education lies with the Ministry of Social Affairs and Labour. Adult education institutions may apply for accreditation with the aim of ensuring to carry out adult education activities in higher quality to the benefit of the participants of the training courses and other stakeholders.

(i) Types of education

The two main types are school-based (mainstream) adult education and non-mainstream education. On the lower level of school-based adult education youth or adults without any qualifications can obtain one, while on secondary and higher levels adults have the opportunity to continue their studies in vocational or general evening or correspondence courses. Nonmainstream education may be general or focused on vocational or foreign language skills. It also includes training programmes organised for the unemployed (both fresh graduates and adults) as well as professional further training for employees.

Institutions of vocational education/training and adult education:

- Secondary vocational schools (*szakközépiskola*),
- vocational schools (*szakiskola*) including special and skill-development vocational schools,
- higher education institutions,

- state-operated institutes of adult education,
- organisations offering non-mainstream vocational training specified in the Adult Education Act,
- central training facilities

(ii) Admissions criteria

Vocational training inside the school system starts with advancing, admitting or receipt of the person into the vocational training course after completing the two-year. The practical training of students studying in vocational training classes at the economic entity is provided on the basis of the written student contract concluded for the purpose of such practical training between the student and the economic entity. A student contract may be concluded by a student who is at least sixteen years of age, and who furthermore fulfils the professional prerequisites and health conditions necessary for obtaining the professional qualification.

(iii) Curriculum control and content

The minister responsible for vocational qualifications provides for designing the textbooks and other teaching aids of the vocational subjects and modules, The vocational qualifications recognised by the state are included in the National Qualifications Register, which specifies the vocational qualifications groups, the maximum duration of training required for each vocational qualification (number of vocational grades in school-based education, maximum number of lessons in case of non-mainstream education) and the year of registration. The list of available trades, the duration of courses, the required prior training and aptitude tests are centrally regulated and set in the Examination Requirements for Vocational Qualifications. There are 21 trade groups in vocational training.

(iv) Assessment, progression and qualifications

The 1993 Act on Vocational Training provides uniform regulation concerning the examination requirements. Examinations take place in institutions entitled to stage vocational examinations. The minister responsible for vocational qualifications nominates the president of the Vocational Examination Board and makes recommendations on the vocational examination regulations, ensures the formulation of the general provisions for regulations and delivery of examination, provides for the preparation of the required exam questions, evaluation guides and other documents of the (written, oral, practical or interactive) exam tasks. A certificate of vocational qualification may be granted to pupils who, at the vocational examination, fulfilled all requirements defined in the vocational and exam requirements. Partial qualifications may be obtained by fulfilling at the vocational examination the examination parts connected to the professional skills module(s) defined in the professional examination requirements. Having the certificate, students can enter the labour market, those who have secondary school leaving examination certificate can continue their studies in higher education programmes. Students can take the secondary school leaving examination at *szakközépiskola* and *gimnázium*.

6. Higher education

Based on the comprehensive national higher education reform programme ('Hungarian Universitas Programme') a new higher education Act was adopted by the Parliament in December 2005. It entered into force in the 2006/07 Academic Year, and in accordance with the principles of the Bologna process, it provides a national scale establishment of the three cycle study structure (BA, MA, PhD). The full implementation of the new training structure is in progress. The new multi cycle system offers education at Bachelor level that lasts 6-8 semesters (ISCED 5A), which can be followed by Master level course(s) (ISCED 5A) for another 2-4 semesters. The third cycle provides doctoral training (ISCED 6). Besides multi cycle courses, there are a few fields of education at university level where education and training remained long cycle (they last 10-12 semesters, ISCED 5A). The new higher education Act also endeavours to strengthen the financial autonomy of the institutions, enhance their R+D+I capacities, support mobility of the teaching staff and of

the students, promote the inclusion of the Hungarian higher education institutions into the European Higher Education and Research Area and bring closer higher education to the world of labour.

(i) Structure

In Hungary, higher education institutions can be state-owned or run by legal entities determined by the law. Non state higher education institutions can ask the official recognition of the state. There are two types of tertiary institutions: non-university institution (*főiskola*) and universities (*egyetem*). Previously, non-university institutions were not entitled to grant degrees equivalent to those granted by universities. At present, both types of institutions may launch courses in all of the three cycles, but universities have to offer Masters courses in at least two fields of training and PhD courses in at least one study field in order to qualify as a university.

Two-year advanced vocational programmes (*felsőfokú szakképzés* at ISCED level 5B) and professional higher education training programmes (*szakirányú továbbképzés* at ISCED level 5A) can also be launched by tertiary institutions.

(ii) Access

The precondition for admission to higher institutions is the successful passing of the secondary school leaving examination (*érettségi vizsga*), which also functions as an entrance exam (at standard and advanced level). Most higher education programmes have specific admission requirements set by institutions jointly or by themselves that vary depending on the subject or type of course. (E.g. In the case of application for admission to bachelor course, the higher education institutions providing courses in the relevant field of training, jointly decide in which examination subjects the applicants are required to pass the advanced-level (*emelt szintű érettségi vizsga*). The tertiary institution determines admission on the basis of the grades obtained at the secondary school leaving examination and the secondary school performance of pupils.

The prerequisite of admission to a Masters degree course is holding a Bachelor degree, while the admission criterion to doctoral courses (*doktori képzés*) is holding Master degree. HEIs offer professional higher education training programmes (*szakirányú továbbképzés*) for graduates (either at a Bachelor or Master programme). Tertiary institutions – irrespective of state owned or not – offer state funded and fee-paying places for applicants. The number of state funded places is determined by the government each year. Rules concerning fees are set out in the regulations of higher education institutions in accordance with the regulations stipulated by government decrees. The maximum number of students which can be accepted at any institution is determined by the Educational Authority. Applicants are free to decide among institutions depending on their priorities and are entitled to submitting an unlimited number of application forms.

(iii) Qualifications

Students upon successful completion of their cycle of studies and accumulating the necessary quantity of credits are awarded respectively BA (Bachelor), MA (Master) diploma. As to the PhD, and DLA (Doctor of Liberal Arts) diploma, after completion of the doctorate course, the PhD or DLA degree shall be taken in the course of a separate procedure of degree award. Those who have not attended the doctorate course but have prepared individually, may also apply for the degree award procedure.

ISCED 5B advanced vocational programmes (*felsőfokú szakképzés*) lead to a professional certificate (*szakmai bizonyítvány*), which is not a degree like the ones granted after accomplishing Bachelor or Masters degree courses. Professional higher education training programmes (*szakirányú továbbképzés*) do not lead to another degree; a diploma is awarded on completion

7. Special needs

The Public Education Act differentiates between children/pupils with special educational needs entitled to special care and children/pupils struggling with adaptive, learning or behavioural difficulties entitled to developmental education. It is a rehabilitation committee of experts that decides at the request of the educational counselling service whether a child has special educational needs or struggles with adaptive, learning or behavioural difficulties.

In terms of pedagogy, special educational need (disability) is defined as any non-normal development caused by a serious disturbance of the intellect, vision, hearing, movement, speech organs or emotional life. Children/pupils with special educational needs have the right to receive pedagogical, therapeutic education or conductive education service corresponding to their condition within the scope of special care after their legitimate claim has been established. The National Core Curriculum specifies the principles of curricular requirements of school-based education provided for pupils with special educational needs. The local educational programmes of kindergartens include specific developmental activities for reducing the disadvantages of children with special educational needs, while the local curricula of schools include development programmes suited to the type and extent of disability. The local curriculum and the vocational programme may allow more than one academic year for the fulfilment of the requirements of a grade.

When drafting their local curriculum/educational programme, kindergartens and schools providing education for children/pupils with special educational needs also take into account the 'Guide to the Kindergarten Education of Children with Special Educational Needs' and the 'Guide to the School Education of Children with Special Educational Needs'. Education for children/pupils with special educational needs may take place in therapeutic educational institutions, conductive education institutions as well as kindergarten groups or school classes with differentiated curriculum or inclusively, in the same kindergarten group and school class as their non-SEN peers. In the 2008/09 school year 5,000 children with special educational needs were provided kindergarten education (71 % of them in inclusive settings). With regard to the entire public education, about 55 % of SEN children/pupils were educated inclusively, while 45 % of them in special classes or groups. Integrated therapeutic or conductive therapeutic methodological institutions may be established with the aim of assisting the inclusive education of SEN children.

Vocational schools may also operate as special vocational schools or skill developmental special vocational schools for the purposes of the teaching and education of pupils with special educational needs. Public sector educational institutions and local governments provide free-of-charge speech therapy and dyslexia prophylaxis sessions as well as two hours coaching per day for children with special educational needs.

8. Teachers

Following the implementation of the Bologna process as of the academic year 2006/07, teacher training has been reorganised. According to the provisions of the relevant law, with the exception of primary school (ISCED 1) and pre-school teachers, ISCED 2 and three teachers' qualification can be acquired solely in the context of master's studies following a single procedure valid for all fields of studies.

Becoming a teacher (*tanár*) requires an MA degree, which lasts half a year longer than most other master degree programmes because a one-semester-long teaching practice of 30 credit points is an integral part of the initial teacher education (*tanárképzés*). Primary school and kindergartens teachers (*óvoda*), in order to obtain their diploma shall accomplish the first three year cycle of studies (BA level). For kindergarten teachers the bachelor studies last three years and take 180 credits, for primary school teachers it lasts for four years and takes

240 credits. Participation in inservice training at least every seven years has been made mandatory.

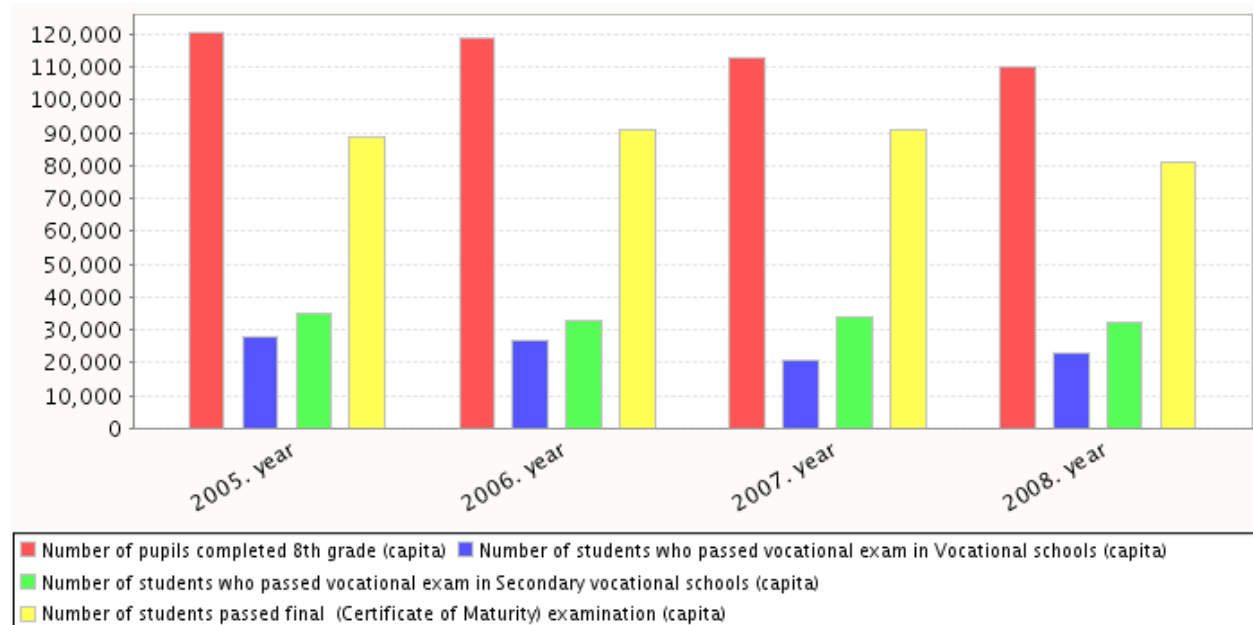
Those holding the following qualifications may be employed as teachers in the various phases of public education:

- kindergarten educator or conductive therapist and kindergarten educator with a BA degree at kindergartens (and those with a school-leaving and qualifying certificate obtained at a kindergarten teacher secondary vocational school in the previous system),
- general teacher, physical education teacher, conductive therapist and conductive therapistgeneral teacher in the first four years of primary school,
- teacher with specialised teaching qualifications in accordance with the subject or the field of learning as well as those listed in the previous points in education not divided into subjects in years five and six of primary school,
- teacher with specialised teaching qualifications in accordance with the subject in years seven and eight,
- teacher with specialised teaching qualifications on a university level in accordance with the subject from the year nine onwards at secondary schools and teacher with qualifications in accordance with the subject in case of the subject of arts, physical education and technical practical activity,
- teacher with teaching or tertiary qualifications in accordance with the special field of the training as specified in the career orientation and vocational foundation education in case of those teaching vocational theoretical subjects or vocational preparatory knowledge as well as knowledge of career orientation and vocational foundation at secondary vocational schools and vocational schools,
- those holding language teaching qualifications or qualifications and special qualifications for teaching a foreign language and the literature of the foreign language may be employed to teach that foreign language in every type of school.

Teaching and educating work in public education institutions can only be undertaken in a civil servant or employee. In the 2008/09 academic year, the number of full-time teachers in public education was 153 000 i.e. nearly 4 000 less than in the previous year.

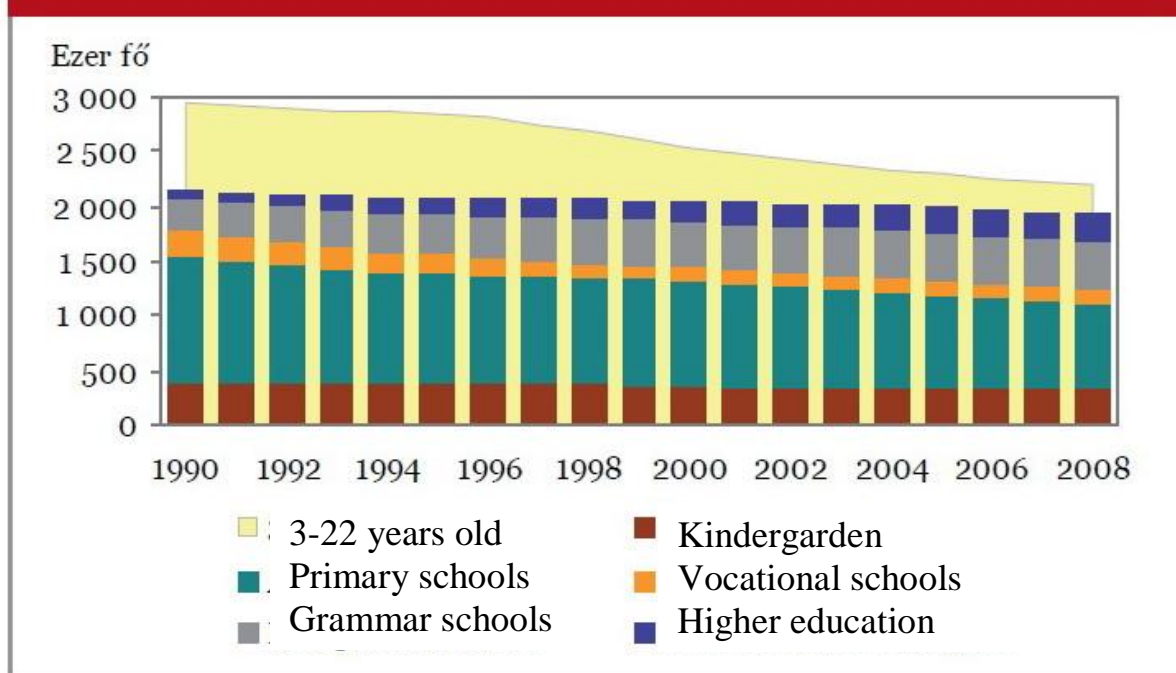
3.3 Development of pupils in total

Graduates in initial education
Institutes for initial education



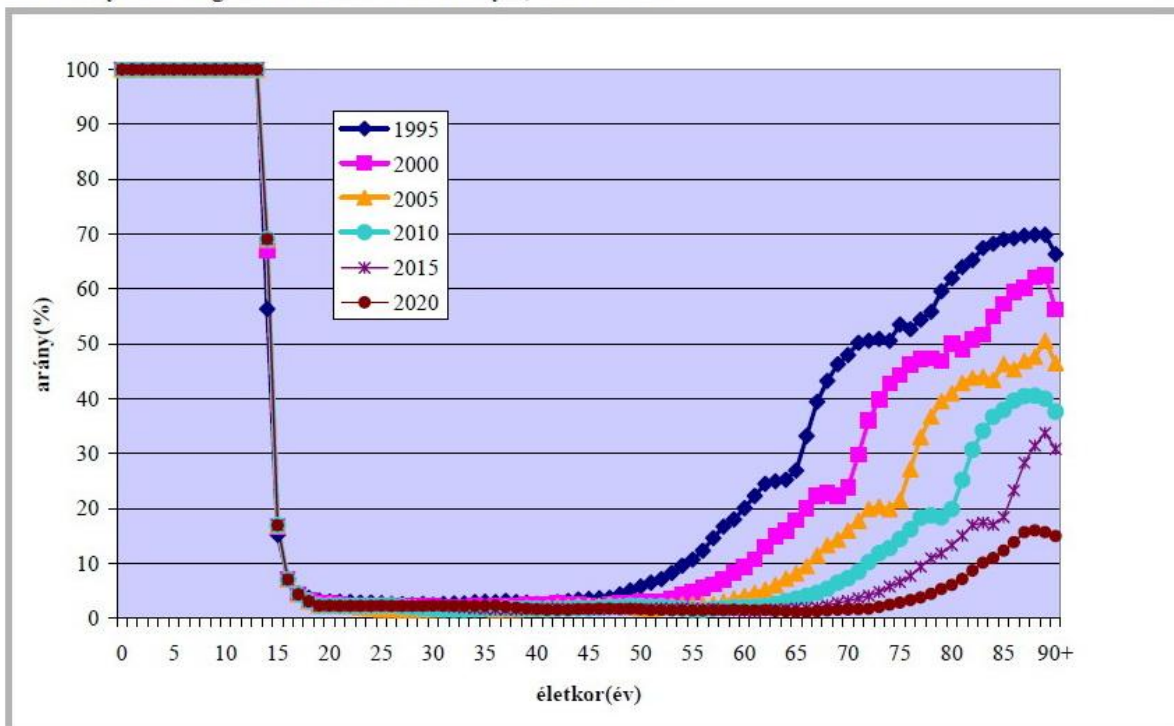
3.4 Development of pupils in each type of school

Numbers of the children in kindergarden, primary schools in daily education system



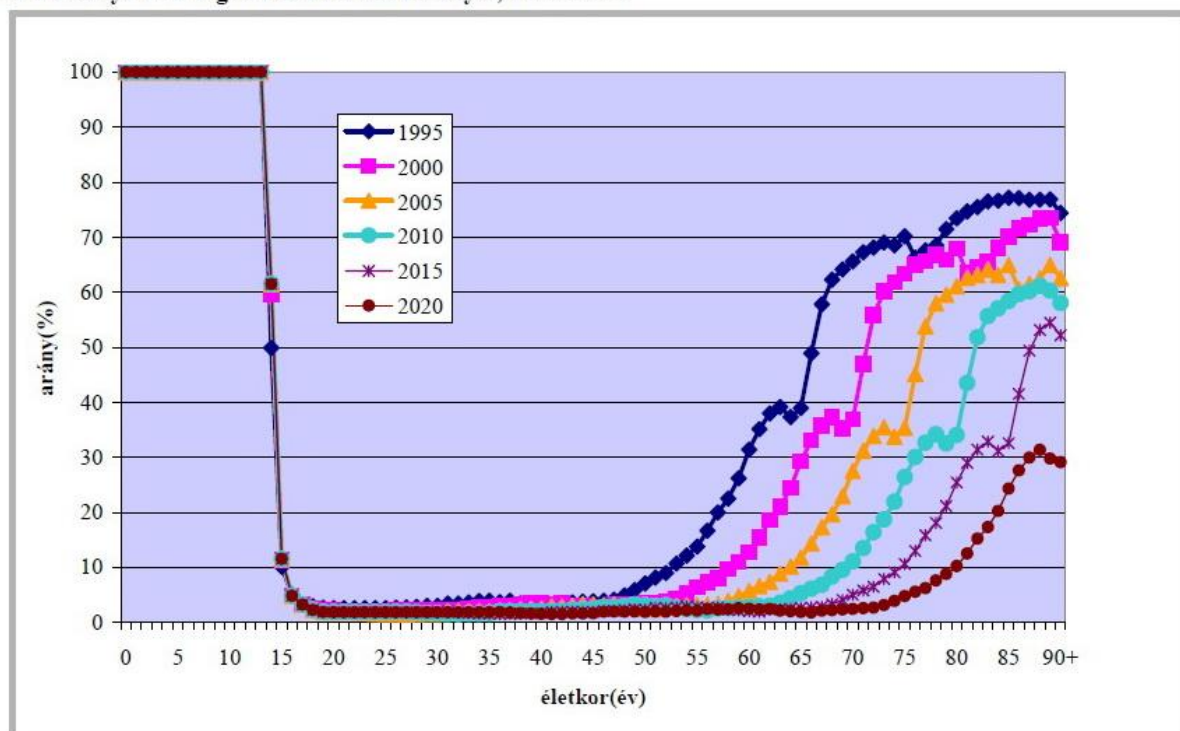
Male's age scale - Not qualified 8 classes, 1995-2021

A 8 osztályt nem végzett férfiak életkori arányai, 1995–2021



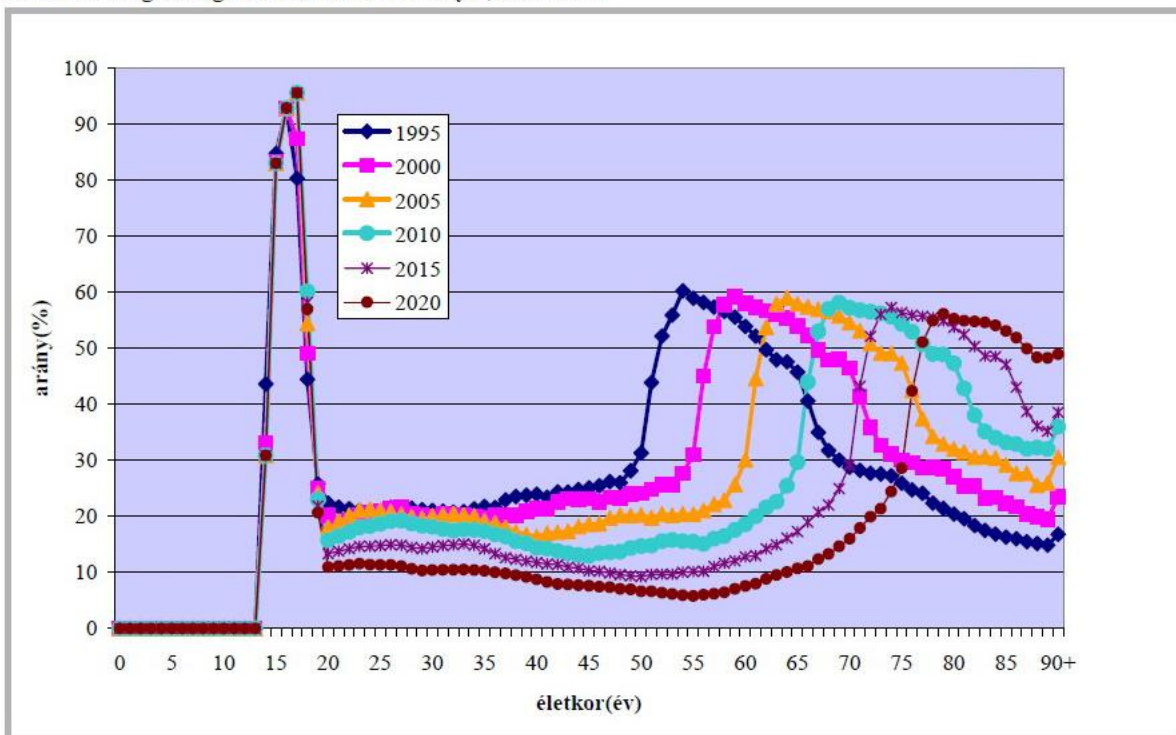
Female's age scale - Not qualified 8 classes, 1995-2021

A 8 osztályt nem végzett nők életkori arányai, 1995–2021



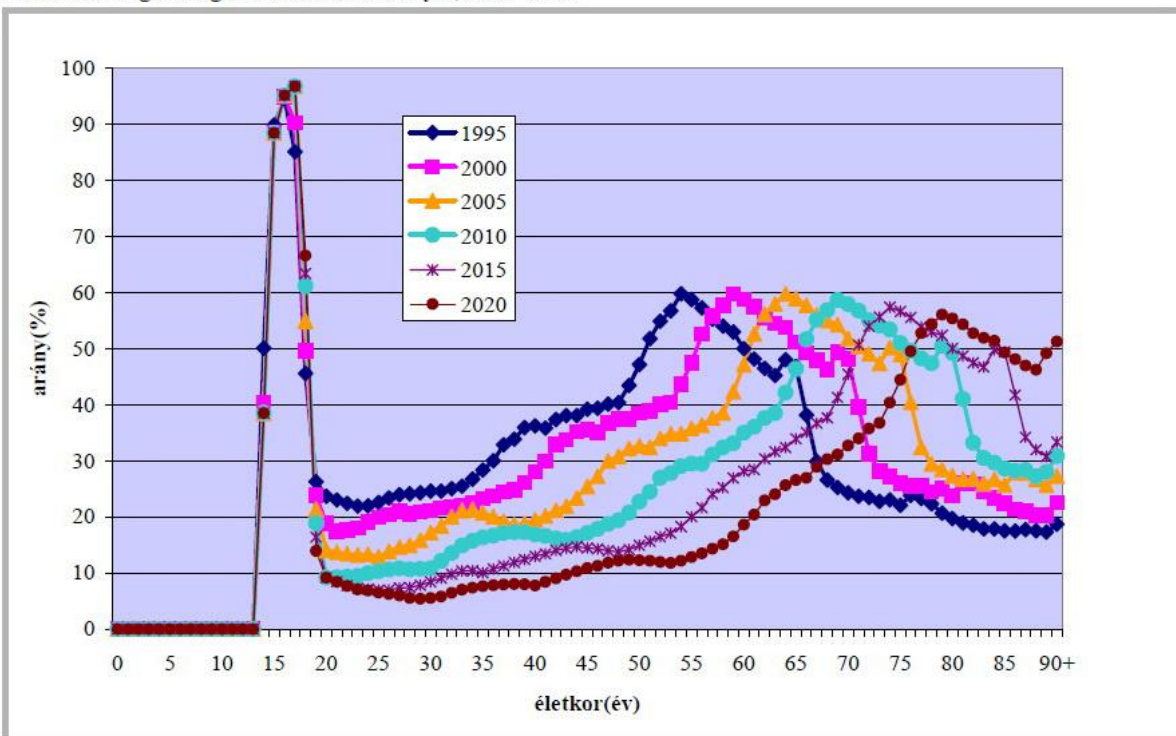
Male's age scale – graduated in the primary school, 1995-2021

8 általános végzettségű férfiak életkori arányai, 1995–2021



Female's age scale – graduated in the primary school, 1995-2021

8 általános végzettségű nők életkori arányai, 1995–2021

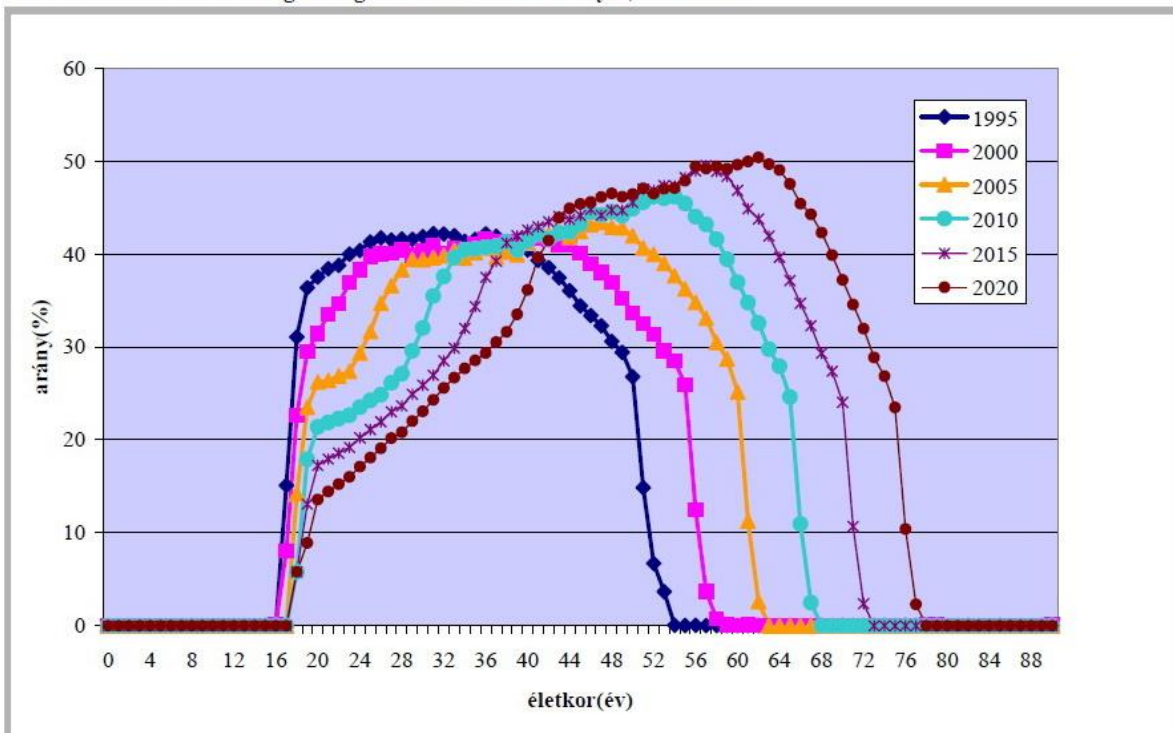


Nappali tagozatos tanulók száma a középfokú oktatásban Number of pupils in the secondary education system			
Intézmény típus Type of institution	2000/2001	2008/2009	2009/2010
Szakiskola Vocational school	125 530	133 650	138 642
Szakközépiskola Secondary technical school	239 300	236 518	242 005
Gimnázium Secondary grammar school	178 500	203 602	200 989



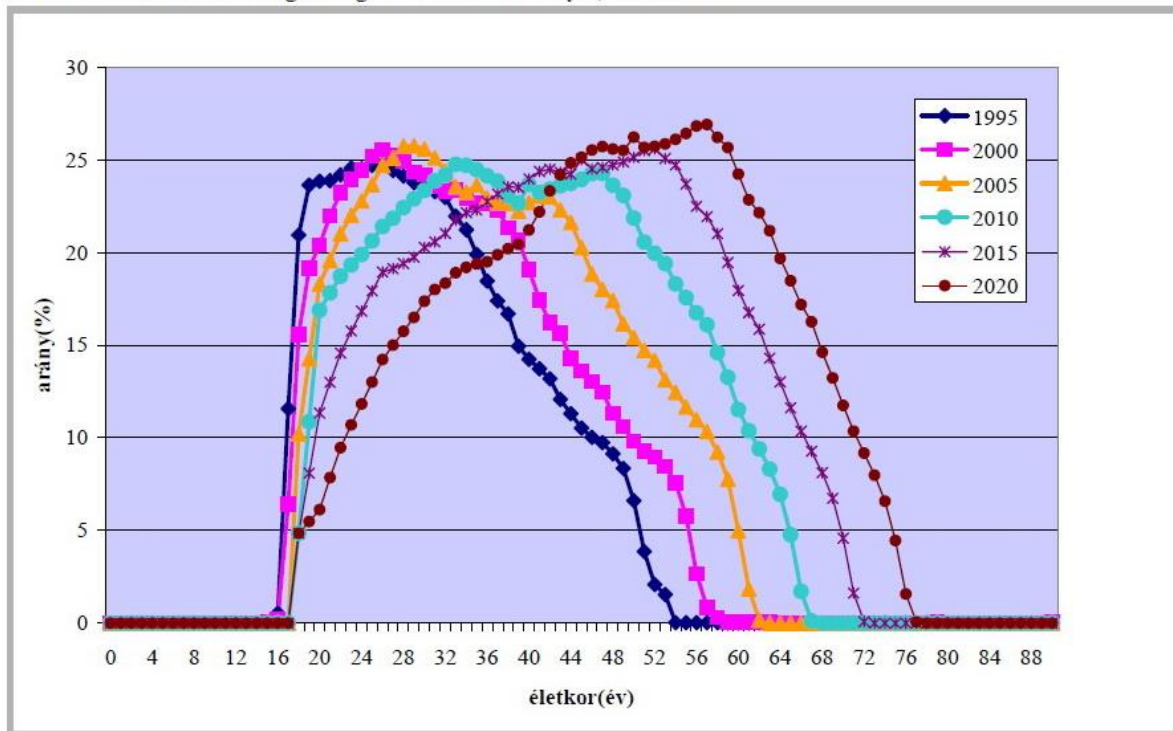
Male's age scale – graduated in the vocational school, 1995-2021

Szakmunkás-szakiskolai végzettségű férfiak életkori arányai, 1995–2021



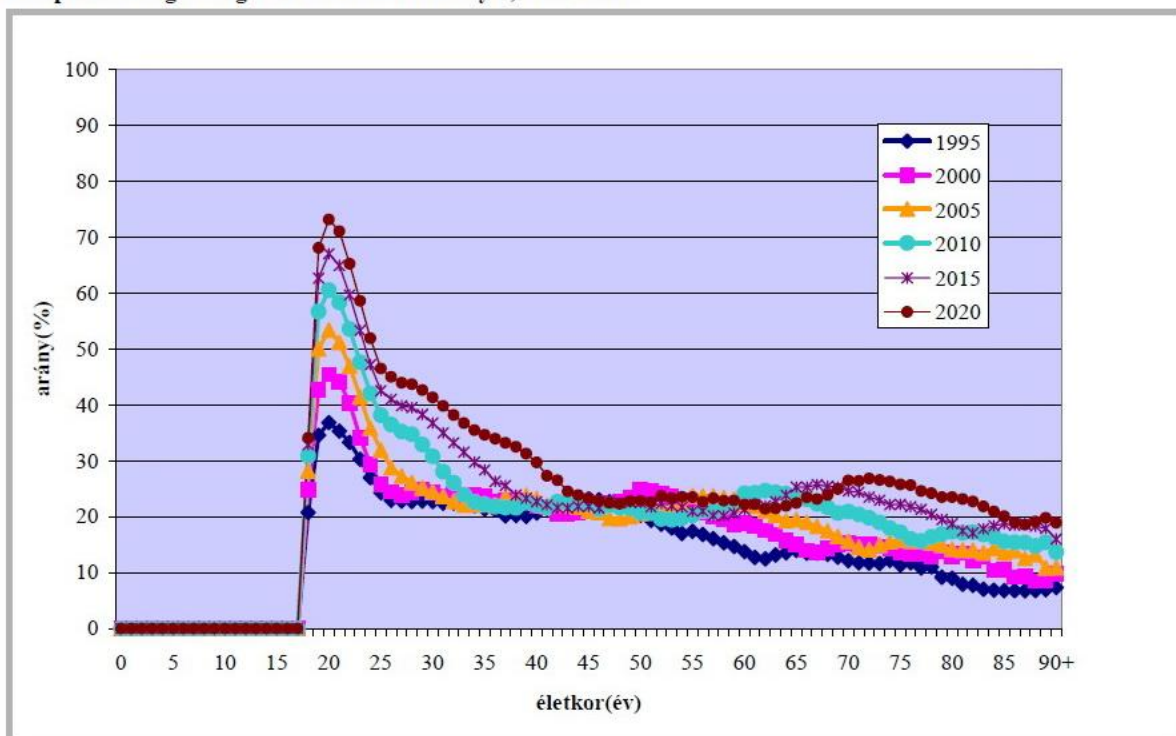
Female's age scale – graduated in the vocational school, 1995-2021

Szakmunkás-szakiskolai végzettségű nők életkori arányai, 1995–2021



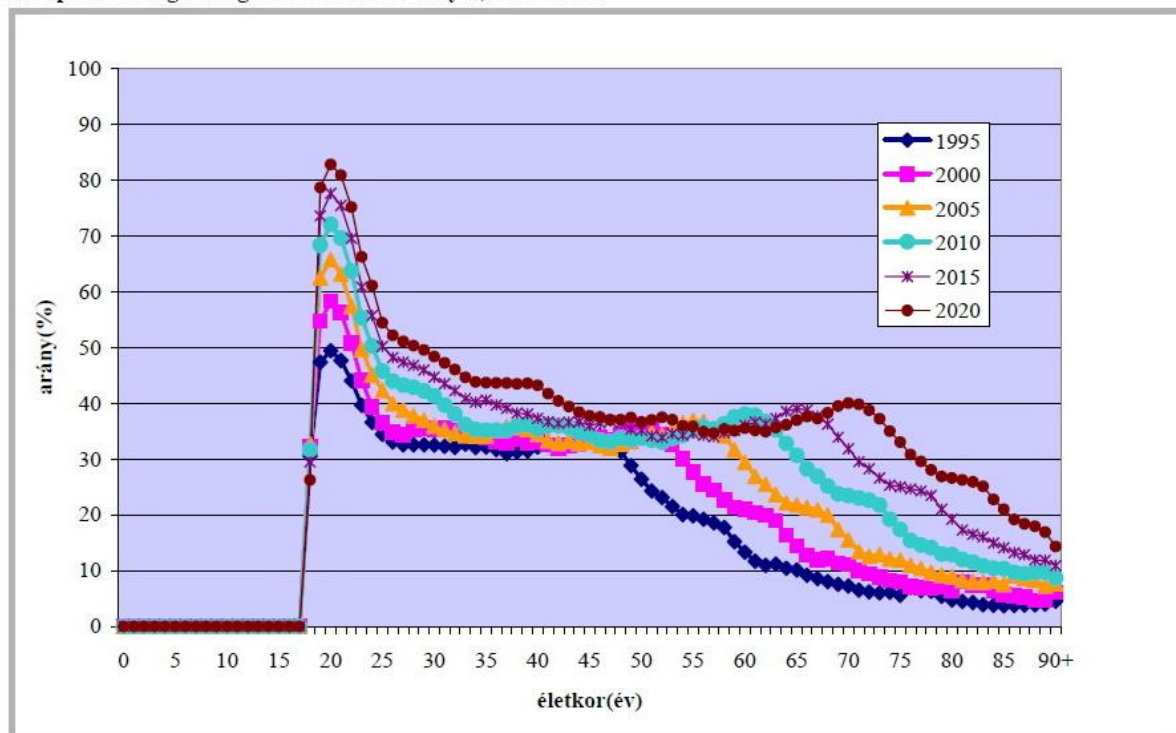
Male's age scale – graduated in the secondary school, 1995-2021

Középiskolai végzettségű férfiak életkori arányai, 1995–2021



Female's age scale – graduated in the secondary school, 1995-2021

Középiskolai végzettségű nők életkori arányai, 1995–2021



Scale of graduated mothers by region and age, 2000-2007

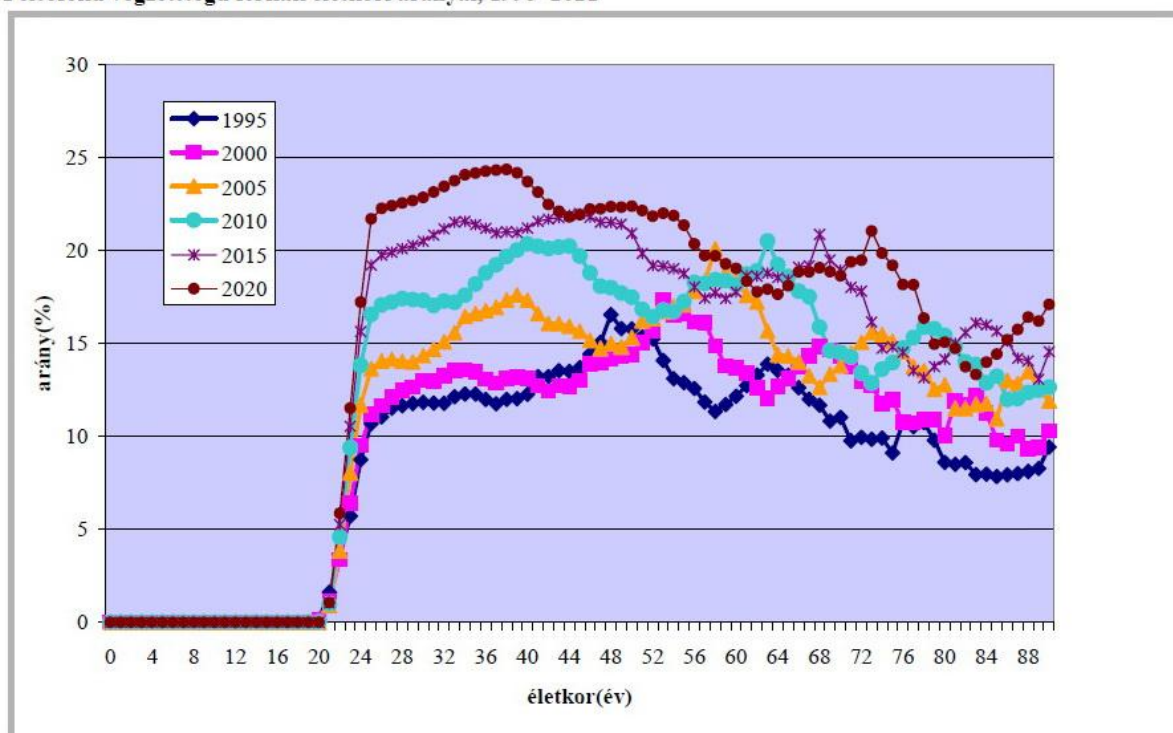
A felsőfokú képzettséggel rendelkező anyák aránya régióként és korcsoportonként, 2000–2007

(százalék)

Régió	20–24	25–29	30–34	35–39	40–	Összesen
	éves szülő nők					
Közép-Magyarország	6,1	32,2	44,0	43,9	43,2	32,4
Közép-Dunántúl	3,8	20,8	27,9	27,0	21,0	18,2
Nyugat-Dunántúl	4,2	22,4	29,3	30,6	27,8	20,3
Dél-Dunántúl	3,6	20,2	27,3	25,3	23,3	16,9
Észak-Magyarország	2,8	17,5	23,6	20,7	15,2	13,0
Észak-Alföld	3,4	19,2	25,1	21,0	16,2	14,4
Dél-Alföld	4,2	21,2	28,3	26,0	20,9	18,5
Ország összesen	4,2	23,6	33,0	31,8	27,9	21,1

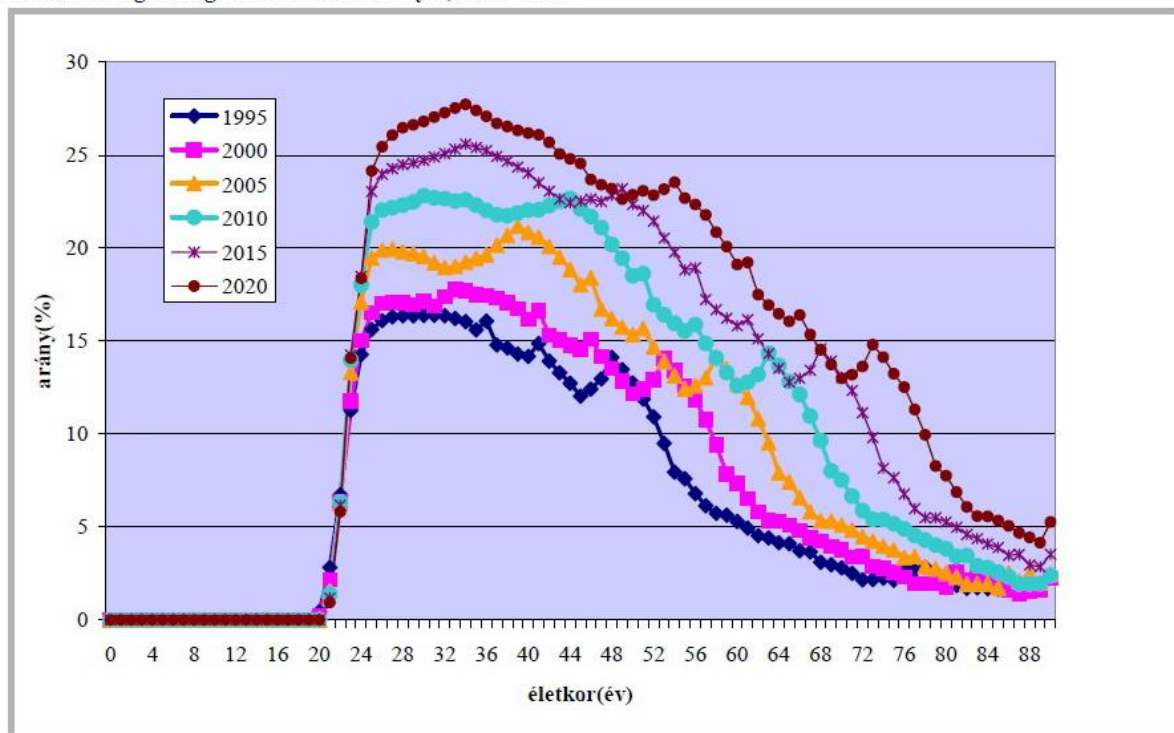
Male's age scale – graduated in the university/ collage, 1995-2021

Felsőfokú végzettségű férfiak életkori arányai, 1995–2021



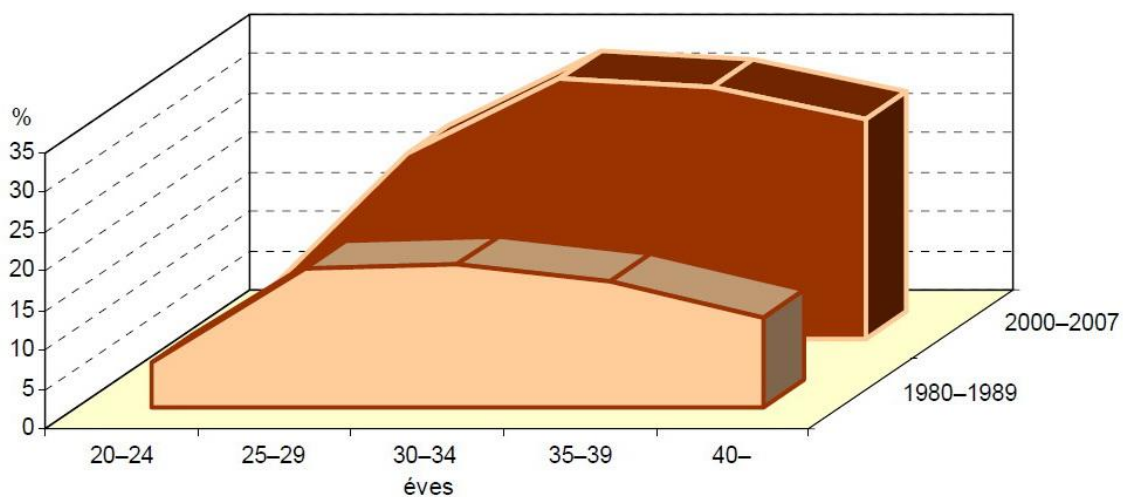
Female's age scale – graduated in the university/ collage, 1995-2021

Felsőfokú végzettségű nők életkori arányai, 1995–2021

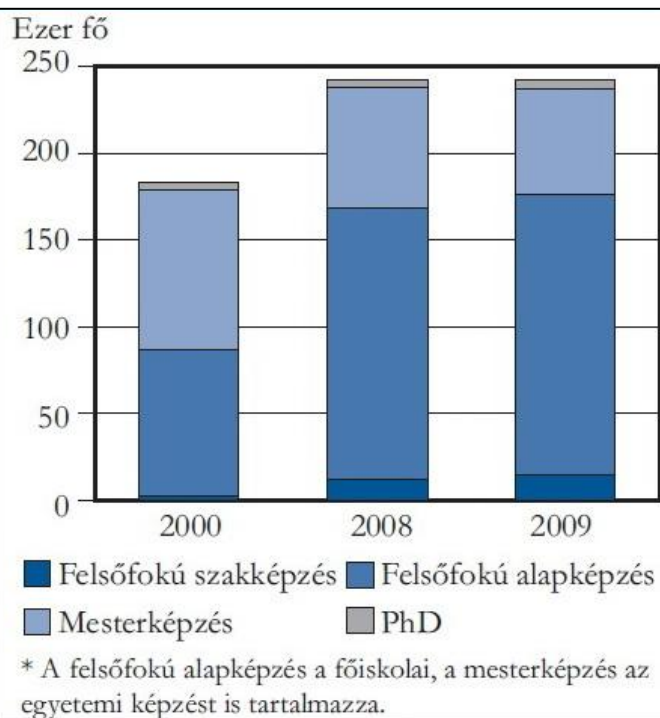


Scale of graduated mothers by age, 1980-2007

A felsőfokú végzettséggel rendelkező anyák aránya korcsoportonként, 1980–2007

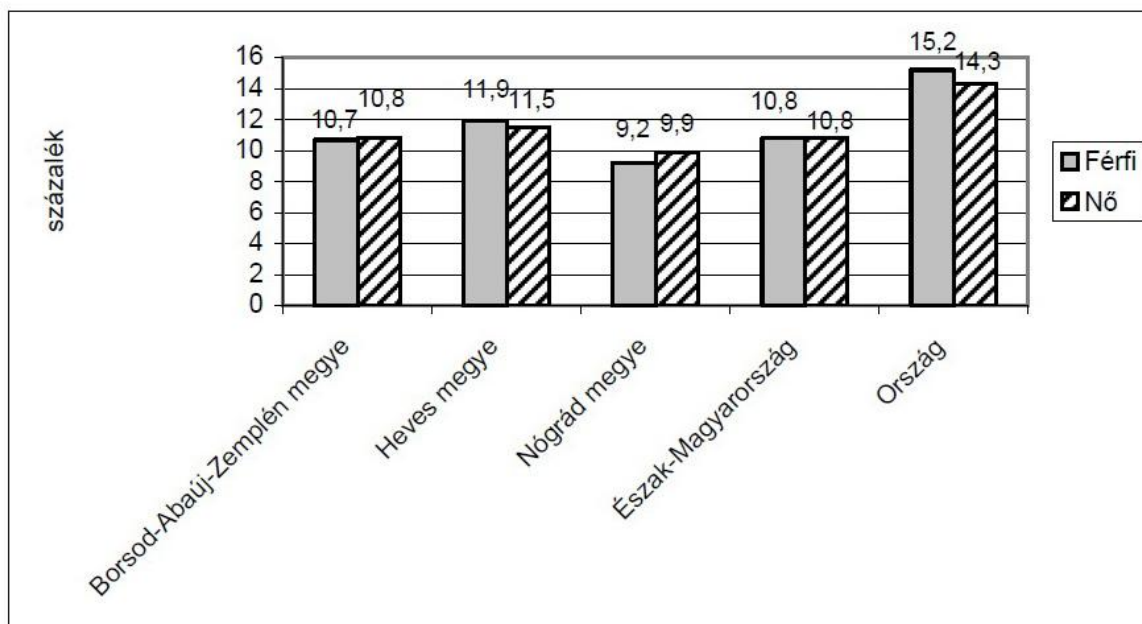


Numbers of pupils in the higher education system (daily students)



The graduated people from 25 years to older people by gender and %, 2005

Az egyetemi, főiskolai oklevéllel rendelkezők a 25 éves és idősebb népesség százalékában nemek szerint, 2005



4.Characterisation of the training scheme

4.1 Training scheme in Hungary

The role and place of trainings in the education system can be viewed from different angles. The Common Education Act offers one standing base as it defines the present educational structures and as it can be turned to in all questions concerning trainings and education.

Although the ministry of education is responsible for the field of education, in case and questions of out-of-school trainings it has a shared responsibility with the ministry of labour and labour policy.

Professional training has the aim of gaining - state acknowledged – professional qualifications, to prepare to meet a given job requirement, to gain the needed expertise to work on the given field. In order to be in line with the demands of the national industry and that of the labour market as well as the achievements of the European Union, the Professional Training Act of 1993 defines.

- The management structure of the professional training, including the roles of the National Professional Training Institute, the chambers of economy, and the National Professional Training Committee
- The institutions of professional training
- The exam and professional requirements
- The tasks in connection with professional exams
- The in-school professional trainings
- **The out-of-school professional training**

Professional training out of school

Only those having the required qualifications (school background) set in the Common Education Act can participate in out-of-school professional training.

A training agreement must be signed by the participant and the provider of the professional training, which must be stored by the trainer institution for 5 years.

Of the launching of a professional training, of the qualifications that can be gained by the training, of the results of the exams the regional labour offices are to be informed by the organiser of the training.

Out-of-school professional trainings can be organised by:

- Institutions of higher education
- Regional centers for labour-development and training

- Institutions assigned by the minister of professional training, and institutions providing schooling
- Integrated Professional Training Centres.

Only institutions registered by the locally competent labour office and in possession of the record issued by the same can organise out-of-school professional trainings.

To organise professional exams, to issue professional grade cards – following an open call – the ministry appoints exam-centres (in case the organiser of the training has no right for organising exams).

Participants of professional trainings are given the chance to gain a state acknowledged profession. Such trainings, as seen as a possible tool for (re-)integrating to the labour market those who – for some reason – failed to find stable employment, are often co-financed by the state or local governments. Labour offices are also often out-sourcing such trainings.

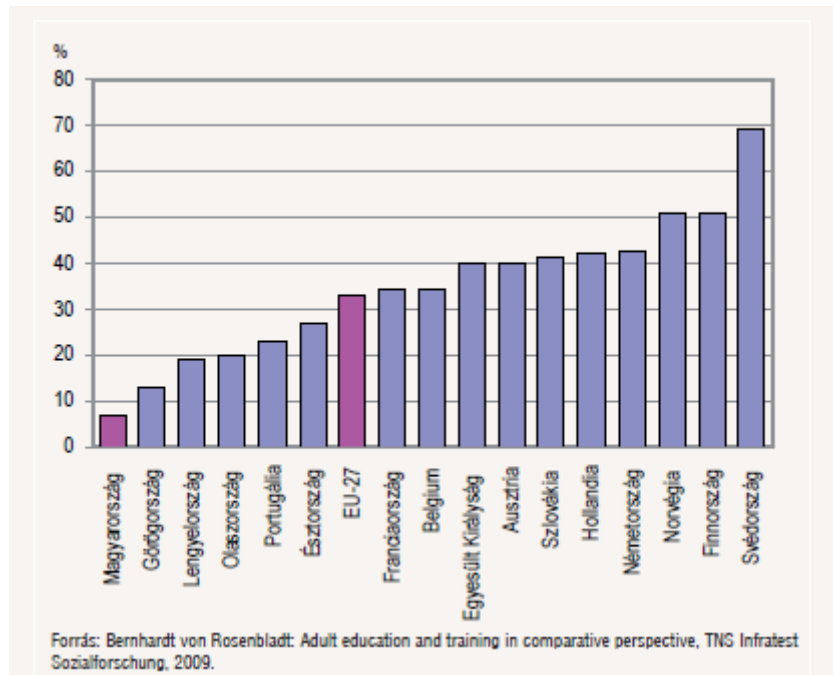
Out-of-school trainings

Of those trainings that do not have a professional certificate as an end result only a few legal guidelines can be found.

The Act on Adult Education defines adult educational activity as regular (meaning a recurrency within a year, an educational time mounting up to at least 15 hours and 3 days) vocational general, language or professional training or service connected to adult education, that is not part of the education system. Such activities could be realised by common educational institutions, professional training institutions, institutions of higher education, associations, public bodies, foundations, public foundations, corporate bodies, corporations without corporate bodies, entrepreneurs, and companies of these established to provide adult education.

Although out-of-school trainings do not provide participants with a certificate, and are thus not part of the professional training system (and thus have no regulated training content), such trainings do have to go through an accreditational process. Both training programs and providers can/have to be accredited by the National Institute for Professional and Adult Education if falling under the regulations of the Act on Adult Education.

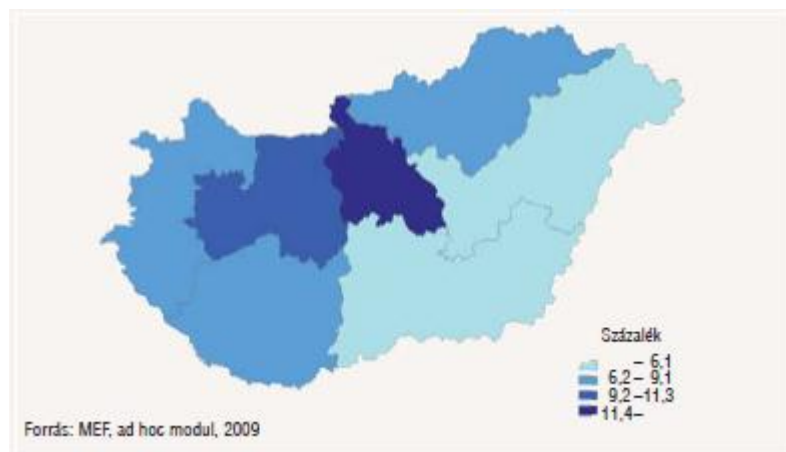
Professional or just out-of-school trainings are still not wide spread in the country.



1. figure The participatory rates in non-formal education of those between 25-64 years

According to the data of the Central Buro of Statistics, only 13% of the age group of 25-34 years have ever participated in an education-form not part of the formal education system (with these rate falling in the older age groups).

However these rates do vary geografically.

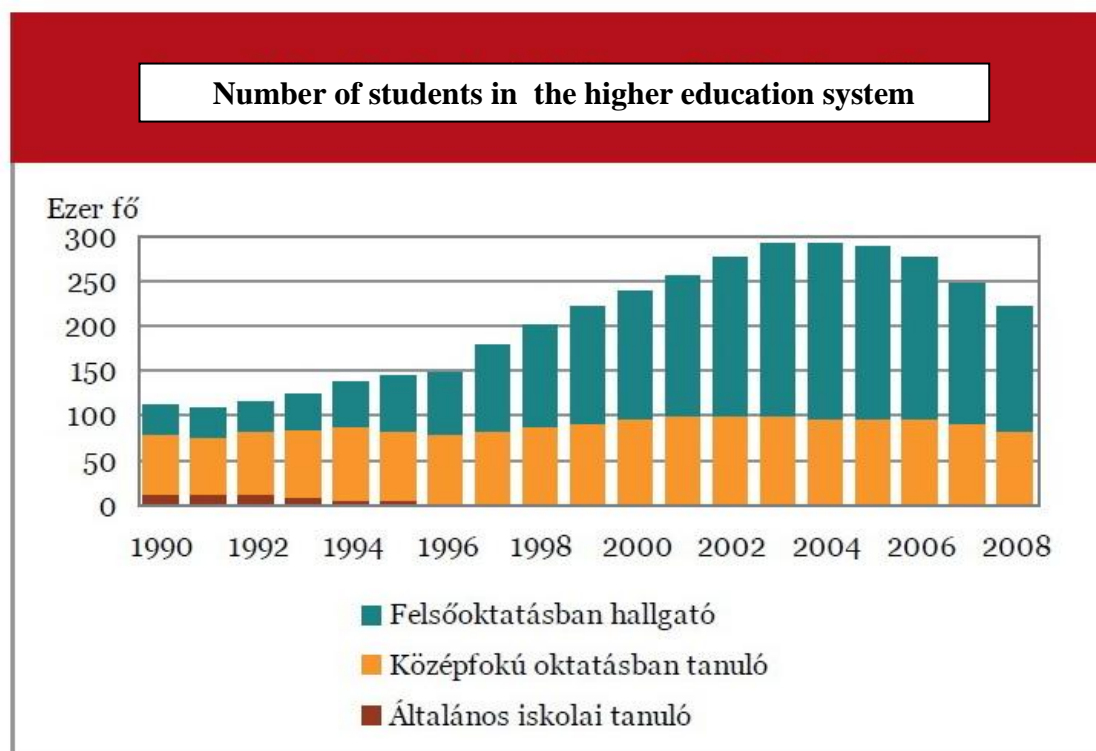


2. figure Participatory rates in non-formal education among the populaton aged 24-65

Life Long Learning

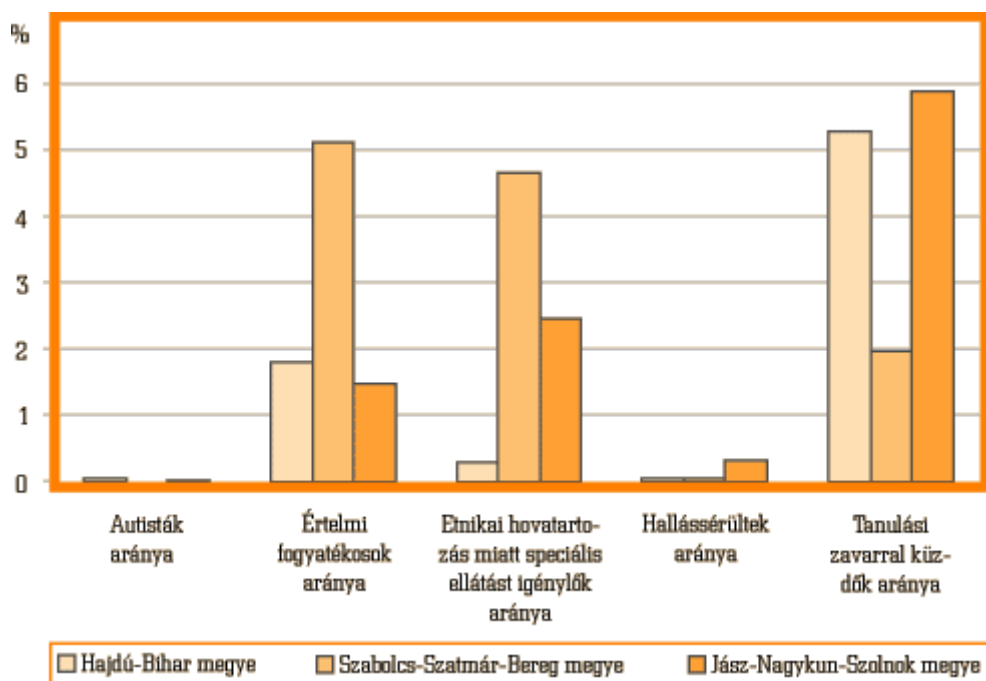
With the expansion of life long learning, besides the full time school system programs, other educational trainings also gained importance: first of all distance learning, correspondence courses (together: adult education). In spite of the widespreadness of the education of the young people, the evening and correspondence courses remained in the education system on a primary level (with 2 thousand people), on the secondary level its aim was pushed towards complementary education. In the school year of 2008/2009, 79 thousand people participated at non-full-time secondary education, which shows a great decrease, compared to the previous school year, especially in respect of secondary school trainings. In 2008, 12,7 thousand heads took a successful A-level exam.

The role of the evening, distance and correspondence courses remains important in respect of higher studies, however, in 2008/2009 the number of students was by 11% less than in the previous school year. The previous dynamic growth stopped in 2004 and since then the number of students studying at non-full-time courses has fallen. The aptitude (and possibility) of the adult population varies by country. In 2007, in the countries of the European Union, 10% of the population in the age range of 25-64 took part in some kind of training. 9% of men and 10% of women had an education in Sweden, Denmark, Great Britain and Finland, which is an extremely high number, however, some economically successful countries, such as Germany, France and Belgium stayed below the average. Hungary, in this respect, is bringing up the rear, as in 2007, 3% of men and 4% of women participated at some kind of school or non school-like education. (This variety in the countries indicates the different interpretation of the countries, in some cases the formal interpretation of the idea.)



The goal of education has always been to make the children appropriate to successfully live in the society. In case of some groups, the goal appeared in a stronger form than an integrational ambition. The improvement of the educational system and these days' social (and economic) changes work against these aims, as more and more children cannot correspond to the requirements of the education. This is caused by the socio-cultural background, the lack of linguistic socialisation, in cases the capacity of the child as well the disorder of the development of abilities. The latter ones can be part of the classically understood deficiencies (sight deficiency, hearing disorders, locomotor disorder, serious disorder of development ability of speech, mental disorder), but also one of these days' so called "other disorders" (partial ability disorder, attention deficit, autism, hyperactivity, etc.). By the hardship coming from the family's socio-cultural and ethnic divergence, in case of the Hungarian society, we mainly mean Gipsy students' performance and adaptation disorders. By students with special needs those students are regarded, who cannot meet the traditional educational requirements due to some physical or organoleptic damage as well as some partial ability disorder. Under these circumstances their abilities and personality cannot improve.

Speciális nevelési szükségletűek aránya a három megyében
Scale of special needs students in the 3 county



It can be seen in our sample, that the proportion of those students having learning disorders is most significant in schools of Jász-Nagykun-Szolnok county: on average 5,87%. In case of schools in Hajdú-Bihar county this ratio was 5,27%, whereas in Szabolcs-Szatmár-Bereg county it was less: 1,96%.

The ration of the mentally deficient was the most significant in case of schools in Szabolcs-Szatmár-Bereg county: 5,1%. This ratio in case of schools in Hajdú-Bihar county was 1,8%, whereas in Jász-Nagykun-Szolnok county it was the smallest: 1,47% on average. The great number of 5,1% cannot be explained to be of genetical origin. Family reasons can also be abolished as we took into consideration all schools of the county. We have checked with a three dimension chart whether the correlation has anything to do with the different settlement combinations.

Due to their ethnic affiliation, the greatest proportion of those requiring special handling was in the schools of Szabolcs-Szatmár-Bereg county: 4,66%. Out of all three counties, the smallest ratio was reported in Hajdú-Bihar county, on average 0,31%, while in

Jász-Nagykun-Szolnok county this relation was 2,46%- on average. These differences are interesting, because outstanding differences could not be found between the counties in respect of those "declaring themselves as being of gipsy origin"..

Gypsies in the region, source by the schools (%)

Cigány származásúak aránya megyénként az iskola megítélése szerint (%)

Megye	„Véleményük szerint cigány származású”	„Etnikai hovatartozása miatt speciális ellátást igényel”
Hajdú-Bihar	9,94	0,31
Szabolcs-Szatmár-Bereg	14,49	4,66
Jász-Nagykun-Szolnok	12,34	2,46

The degree of autism is the highest in the schools of Hajdú-Bihar county (still being relatively small): 0,66%, while in the schools of Jász-Nagykun-Szolnok county this value is on average 0,023%, in case of the schools of Szabolcs-Szatmár-Bereg county, this value is 0,009%.

The average of the ratio with hearing disorders in our sample it is the greatest in case of schools of Jász-Nagykun-Szolnok: 0,34%, on average it is 0,059% in the schools of Szabolcs-Szatmár-Bereg county and the situation is almost the same in Hajdú-Bihar county: 0,06%.

Special handled pupils ,ratio by location (%)

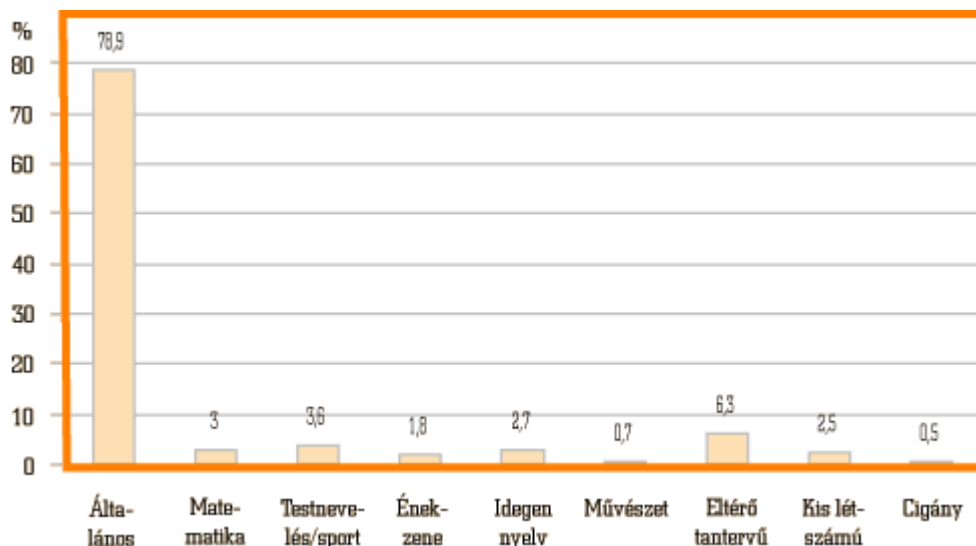
Speciális nevelési szükségletű tanulók aránya településtípusonként (%)

	Megyeszékhely	Egyéb város	Község
Értelmi fogyatékosok	0,05	2,49	4,08
Tanulási zavarral küzdők	8,16	3,51	3,35
„Véleményük szerint cigány származásúak”	5,20	10,60	15,07

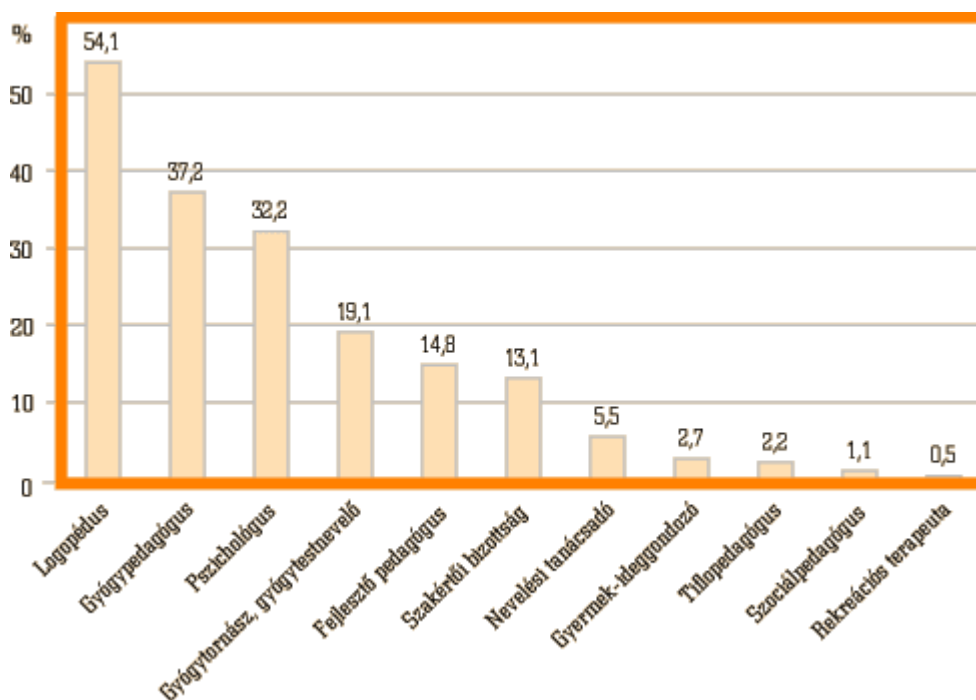
We have found significant differences between the schools in respect to the type of settlement of the head-quarters regarding the mentally disabled, the ones having learning disorders and those "declaring themselves as being of gipsy origin". In case of the mentally disordered, the difference is highly significant. The reason can be that in small settlements, there is a rare occasion of the existence of special primary schools, so that one half of the mentally disordered students visits the local primary school, a normal class or attend a special class run within the local school. The bigger the settlement, it is more probable, that there is an established special school system. The greatest proportion of mentally disabled students can be found in schools of the county seats. These schools have such institutional background, institutional connections (committee of experts, educational guidance, development center) that helps the teachers in noticing the learning disorders and provide help to board the students.

Az osztályok típusainak (tagozatok) megoszlása

Type of the classes

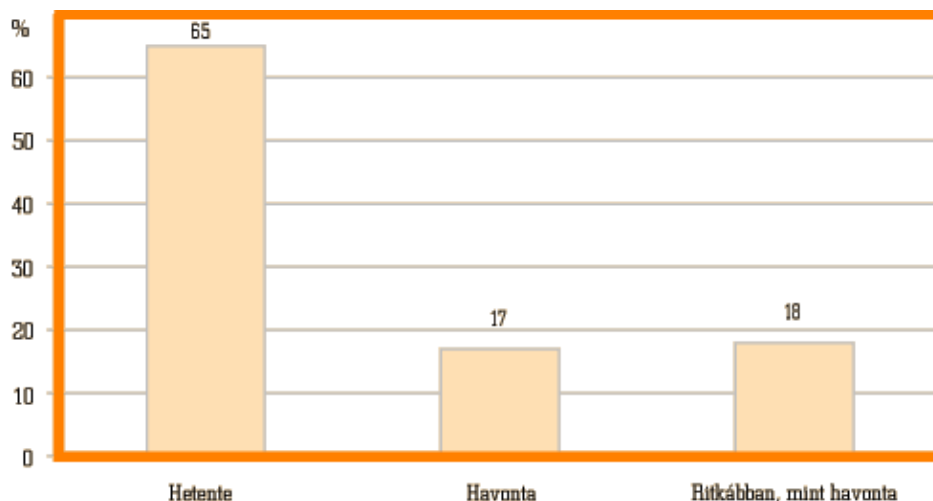


Az iskolák külső szakmai kapcsolatai
Schools connections with professional institutions



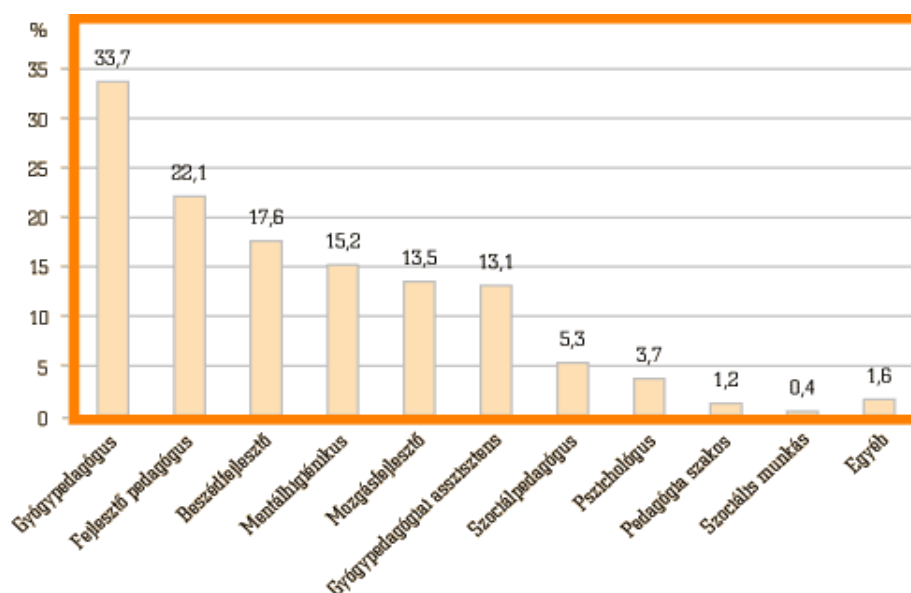
Those schools applying help of specialists from outside the school meet these experts on weekly bases (once or twice) (65,4%). The consultation type of meetings held once (respectively twice) a month in case of responding schools is 16,5%. Less often, than on a monthly bases, once every half year or once a year are consultations with the students, held by specialists outside of the school in 18,1% of schools. These occasions are actually the check-up appointments.

A kapcsolattartás gyakorisága külső szakemberekkel
Connection with external experts in the education system



The condition of the actual, daily provision of the children with special needs, is of the change of the attitude of the teaching-staff. This change can be indicated and further changes can be granted if the teachers participate in various trainings. Teachers of handicapped children, development educators, etc. help fulfill the special needs. 33,7% of the interviewed schools have a qualified teacher for teaching moderate mentally disabled children. 22,1% of the schools employs a development educator within its personnel, 17,6% employs some kind of speech developing specialist and in 13,5% of schools motion developing specialists are employed. In 13,1% of schools can be found (in 32 schools) assistants of handicapped children who obtained their degree besides their pedagogical diploma. 5,3% of the schools engage a social-teacher, 3,7% employ a full-time psychologist while 0,4% of the schools engage social workers. 1,6% of the answers contained the names of such qualifications that could not be put into any above category. Of these qualifications it is characteristic, that they tend to take aim at the special needs of children that have an outstanding ability, in this respect we are talking about talent scouting. *Speciális képzettségűek a tantestületben*

Special trained teachers in the education system



5. State of the interaction between schools and institutions of vocational training, administration and economy

The role of skills In the reduction of unemployment

The skill level of the unemployed is lagging far behind the national average. In June 2001 46 per cent of registered jobless people had maximum only primary education (the national average is 42 per cent). 52% of the total jobless had secondary education (of them 34% of them had vocational school education). The rate of the unemployed with university or college degree was 3 per cent (the national average is 3 per cent). The schooling level of freshly graduated jobless people is better than the average of the total (37% with primary school education, 4.6% with university or college degree) but the rate of people with low schooling is by far higher than the national average.

The majority of registered jobless people (more than 86%) consist of unskilled, semi-skilled or skilled workers. In other jobs requiring qualified workforce it is also those having secondary education only who lose their job at a larger rate. An interesting paradox in case of the small number of jobless people with university or college degree is that although their rate is lower than the national average but their chances to find a new job is lower than in other regions. This is explained by the higher availability of trained workers than the local demand as in some areas of civil service and human sectors the changed demand was not followed by the restructuring of higher education system.

The overall skills of jobless people may be improved by retraining courses but there are several factors that bring difficulties into this programme. One of them is the low schooling level, as in many cases there is nothing to build the curriculum on. For this reason it is the Roma population that is targeted with closing-up programmes providing help to finish primary school so that participants could get some special training later. Another problem is that low schooling level in many cases is coupled by high age. It is also difficult to estimate the future demand for trades and to base training strategies on it. The change of training profile incurs large costs and the introduction of a new training trend has many risks. This is the reason why several secondary schools are still continuing the training of students in jobs for which there is no demand at all.

It is peculiar and contradictory, however, that the needs of the employers and investors (e.g. in textile industry and garment trade, in trade, catering and mechanical engineering) at present correspond more with the vocational trainings which are more practice oriented and rely on more direct relations with the economy. The majority of job advertisements, as it had been demonstrated earlier are for activities demanding less creativity (and accordingly poorly paid). Therefore - although this situation shall hopefully change in the long run - the continuous cleansing of the training profiles in the secondary vocational training is also important in addition to the organisation and strengthening of the relations with the economic actors.

In the vocational training, almost all sectors represent themselves in the Region but the participation rates are different. The highest proportions are represented within the trainings in the Region by the professions related to industry and construction (44%), transportation, telecommunication and service (37%) and trade (13%). The ratio of agricultural training is gratuitously low in all three counties: Hajdú-Bihar and Jász-Nagykun-Szolnok 6.6%, while 4.4% in Szabolcs-Szatmár-Bereg (national average: 5.9%).

6. To elaborate strengths

- The work force is competitive on many fields of interest and has an internationally acknowledged professional knowledge.
- The adult education is widespread possessing big educational capacities.
- Raising the retirement age increases the level of activity of the elderly.
- The National Employment Office possesses a stable and widespread decentralized institution background.
- With the change of the Act of Employment, the supply system of the unemployed changed, the motivations for job-hunting strengthened.
- Measurements motivating registered employment were introduced.
- The system reconstruction of the family and social aids abolished the employment unmotivating elements.
- Developed and up-to-date institution system is available in the fields of work protection and safety of the place of employment.
- Constant growth of the education level of the active population.
- The internet acces became widespread on all levels of education.
- Accepting the strategy of life long learning in Hungary established the professional bases important for the systematical development of varying levels of the educational system.
- The coming into force of the new act on higher education established the lawful, financial and professional appropriation and precondition of reforming higher education.
- Hungary has been taking part in educational, training and communal programs since 1997 (Tempus, Socrates, Leonardo da Vinci).
- The country has a fully built cultural and educational institutional system, different forms of educational and cultural institutions exist.
- The first National Developmental Agency started the development of adult education services of the educational institutions.
- Along the library strategy the development of libraries started in order to harmonize the services.
- The National Health Program established the bases of the population, settlement, education and employment healthcare development.
- A competency based module-like education was developped.

7. To elaborate weaknesses

- The economic activity is low, a great amount of those in the work age are not present on the labour market.
- The mobility of the labour market is relatively small.
- The amount of unregistered employees is high.
- Structural differences can be noticed between job seeking and offering.
- The inequalities of the labour market are significant and constant between and inside the regions, too.
- The accumulation of socio-economical drawbacks causes –in some counties- the appearance of “inclusions”, due to the lack of jobs and human services.
- The health condition of the population is unsatisfactory, in respect of the health condition there are wide differences between the advantageous and disadvantageous social classes.
- The population’s health-consciousness and self-provision is low, health-destructing habits are present.
- The number of health-improving programs is not significant, their monitoring and efficiency testing is only partially solved.
- The structure of the human capacity system is incomplete, the number of doctors and ancillary workers (most importantly: nurses) is insufficient, their distribution is discordant and not enough.
- Roma ethnic group it is extremely characteristic of having a low educational level, this involves unemployment and elimination from the labour market.
- The educational level and presence in education is low of those who have a changed ability to work or living with some kind of deficiency. Their lack of opportunities are strengthened by the obstacles of access.
- The educational system does not appropriately assure the acquisition of abilities and competences -required on the labour market- (including the competences regarding health), also the creation and maintaing of motivations of the life long learning. The differences of achievement between the institutions are extremely high.
- The access to quality education can differ even inside of a particular school due to segregational and settlement differences.
- The school itself cannot compensate the socio-cultural drawbacks caused by social differences.
- The unequal access to the services blocks the culture from its role of helping the reception of the society.
- The education stages are not compatible, the homogeneity of the education weakened.
- In education, the mechanisms supporting and enforcing quality and efficiency improvement are weak.
- The extreme selectivity of the public education decreases the effective assertion of impartiality.

- The number of those participating in studies of sciences and technical universities, as well as PhD courses, is small.
- The universities' role of being the center of innovation, research and learning is insufficient.
- The cooperation of ventures and universities is not satisfactory.
- The aptitude and presence of the adult population in education is low.
- The institutional connections and sectorial collaborating forms are missing in case of the social and employment supply system.
- There are significant territorial differences in the access and quality of social services.
- The conditions of strategic planning and guidance of social sectors are defective. The backwardness of the computational degree of supply of social services is great.
- The lack of integrated, sectional and intersectional thinking is characteristic in the organization of services.
- The opportunity increasing services are especially not available for those children who live in the most disadvantageous, poor families.
- The business federation role, professional capacity and self-preservation ability of the civil services is weak.
- The society is –in many cases- prejudiced toward disadvantageous groups, especially with Romas and those having a criminal record.
- The protection of the rights of supplied is weak.

8. To elaborate strengths and opportunities

- By increasing the sources on the development of human resources, the possibility of development and adaptation of a proactive employment-policy rises.
- Growing public and private sources are available for the development of human resources.
- The activation of manpower reserves can help maintain the economy and the social security systems.
- By developing the infrastructure and public transport, the mobility of manpower can increase.
- By spreading the idea of life long learning and health-awareness, the competitiveness of manpower grows and the differences in unequal social opportunities may weaken.
- The role of education increases by the spreading of industries requiring intensive knowledge.
- The modernization – in respect of content and structure- of the cultural institution-system has a positive effect on the interventionary potential.
- The technological improvement positively effects the spreading of new learning forms.
- The strengthening role and the commitment to the task of the civil services, increases the elasticity and effectiveness of the services in the area of public- utility services.
- By abolishing the limits of mobility inside the European Union, the mobility of the Hungarian manpower increases.
- The economic migration –especially in case of Hungarians living outside the boarder of Hungary- contributes to the satisfaction of the manpower needs of the economy.

9. To elaborate weaknesses and threats

Our demographical fears are the perishable birth rate numbers, the decreasing number of population, family size and number. We may hope, that in the younger generations the desire for greater families and more children will grow. Our educational fears are: the changes will cause the educational system to face new challenges thus causing fear in the sector. The mobile and distant teaching appears in isolation, the traditional educational methods dominate. The unsuccessful compliance spoils the level of education and the reputation of the teachers'. Illiteracy grows in the society. However, the position of education is full of expectations, a great amount of effort is put to dealing with shaping of the effective methods of education. The learning method –characteristic of the individual- changes in respect of quality due to the spreading of information- science and the widening of the access of mobile networks. The new learning forms –mobile, collective and distance learning- obtain a more and more significant role besides the institutional education.

On the whole, we may conclude, that the fears appear, because those taking part in it (population, decision makers) do not think in a responsible way, they do not take into consideration the public interests, do not do (enough) in the hope of a better future and they do not have a creative attitude towards changes. Our hopes can be reasonable, because they reflect a long term, responsible thinking and acts, the public interests and values come to the front and the response to the changes is a creative attitude and renovation.

- As the effect of unfavourable demographical processes, on the long run the number and proportion of the active population decreases.
- Further deterioration of the state of health has a negative effect on the competitiveness of the economy.
- The small activity rate and the disproportion of age distribution endangers the maintainability of the social and healthcare systems.
- The structural changes and the transformation of the public sector may cause tension in the labour market.
- In case of wanted and sought for jobs, the lack of qualified workpower spoils the competitiveness of the economy.
- In spite of the dynamic development, not enough new jobs appear on the market
- The gaining ground of the knowledge-based economy will not produce enough possibilities of work for those who are low educated.
- Due to the weakness of the local economic development there are no new job possibilities created.
- The engrossment of the poverty, the falling behind of particular social groups, as well as the low level of the social capital, prevents both the widening of the employment and the economic growth and lay a charge against the social security and social supply system.
- The stabilization of child-poverty in case of certain social groups causes a durable falling behind.
- The reproduction of social inequalities causes the solidarity's further weakness, prejudice can grow, especially in case of Romas.
- The strengthening of discrimination enlarges the social elimination.
- The constant unemployment of the unqualified decreases the affected and by it the socialized generations' chances, thus strengthening the social desorganization.
- Out of those marginal groups a generation arises out of whose socialization the labour culture is missing, thus bringing with them a growing number of criminals.

- A more open labour market increases the migration of highly educated professionals thus causing a loss in specific sectors (healthcare, R&D) or regions (Western-Transdanubia).
- The lower level of salary of the neighbouring countries and the greater aptitude for mobility may cause a greater migratory pressure.
- The taxing policy of the neighbouring countries and the limited domestic budget may cause competitive disadvantage.

9.1 Literature and references

9.2 Relevant literature

- Központi Statisztikai Hivatal (Central Statistic Office), A demográfiai folyamatok regionális különbségei, 1980–2007, Budapest, 2008
- Central Statistic Office, Hungary, 2009 Budapest, 2010 ISSN: 1416-2768, Készült: Xerox Magyarország Kft. – 2010.096
- KSH (CSO): Statisztikai tükör II. évfolyam 96.szám 2008.augusztus 11.
- Központi Statisztikai Hivatal (CSO): Magyarország számokban 2008, Budapest Keleti Károly u. 5-7
- Hablicsek László : A Tterületi munkaerő-kínálat előrebecslése 2021-IG, Budapest, 2005. november, HEFOP 2.1.10 Kutatási Program
- Központi Statisztikai Hivatal (CSO): A demográfiai folyamatok regionális különbségei, 1980–2007, Budapest, 2008
- Központi Statisztikai Hivatal (CSO): Társadalmi jellemzők és ellátórendszerek, 2008, Budapest, 2009
- Regions of Hungary 6.: Norther Great Plain Region, Csiszér Kiadó
- Alexiadou, N. (2002): Social Inclusion and Social Exclusion in England: Tensions in Education Policy. *Journal of Education Policy*, 17(1), 71–86. o.
- Atkinson, T. (2002): Social Inclusion and the European Union. *Journal of Common Market Studies*, 40(4), 625–643. o.
- Begg, I. (2003): The EU and social inclusion. *Journal of Common Market Studies*, 40(4), 625–643. o.
- Csányi Yvonne (2000): A speciális nevelési szükségletű gyermekek és fiatalok integrált nevelése-oktatása. In Illyés Sándor (szerk.): *Gyógypedagógiai alapismeretek*. ELTE BGGYFK, Budapest, 377–409. o.
- Homer, S. (2003): Social Inclusion and the Disability Discrimination Act 1995. *Proceedings of the Institution of Civil Engineers. Municipal engineer*, 156(2), 85–86. o.
- Kenyon, S. (2003): Understanding Social Exclusion and Inclusion. *Proceedings of the Institution of Civil Engineers. Municipal engineer*, 156(2), 97–104. o.
- Papp Gabriella (1995): Tanulásban akadályozott gyermekek integrációja. In Perlusz Andrea (szerk.): *Fogyatékos gyermekek integrált nevelése hazai kísérletek tükrében*. BGGYTF, Budapest, 5–17. o.
- Rassmussen, P. (2002): Education for everyone: Secondary and Social Inclusion in Denmark. *Journal of Education Policy*, 17 (6), 627–642. o.
- Williams, C. – White, R. (2003): Conceptualising Social Inclusion: Some Lessons for Action. *Proceedings of the Institution of Civil Engineers. Municipal engineer*, 156(2), 91–95. o.
- Központi Statisztikai Hivatal (CSO): Statisztikai tükör, 2010/87, 2010, auguszt 05.
- Egészségügyi Szakképző és Továbbképző Intézet: A szakképzés rendszere, Továbbképzési rendszerek 43., Budapest 2005.
- Audiovisual and Culture Executive Agency (Eurydice Network): National summary sheets on education system in Europe and ongoing reforms, 2009

9.3 List of players (including participants in regional workshops)

- *The foundation of Észak-Alföldi Regional Innovation Agency*
Dr. Norbert Grasseli
Contacts
Correspondents address: H-4028 Debrecen, Simonyi út 14.
Phone +36-52-524-760
Fax +36-52-524-770
E-mail innova@eszakalfold.hu
<http://www.innova.eszakalfold.hu/>
- *North Great Plain Regional Youth Service Offices*
Maria Katona
Contacts
4024 Debrecen, Piac u. 26/a. I. emelet
Tel.: 52/531-053, -054, -055, 530-025
Fax: 52/530-026
eariszi@mobilitas.hu
<http://mobilitas.hu/eariszi>
- *Kalamáris Association*
Éva Groska
Contacts
4400 Nyíregyháza, Deák F. u. 44.
telefon/fax: 42/311-301 mobil: +36-30/684-3501 +36-30/758-8446
e-mail: kalamarinfo@gmail.com info@kalamarisegyesulet.hu
<http://www.kalamarisegyesulet.hu/>
- *North Great Plain Regional Labour Center*
Géza Papp
4024 Debrecen, Piac u. 42-48.
Tel.: 52/513-000 Fax: 52/513-002
- *Debreceni Campus Nonprofit Közhasznú Kft.*
Peter Miklósvölgyi
4028, Debrecen Kassai út 26.
tel.: 00 36 52 426 180, fax: 00 36 52 420 492
info@lovarda.hu
- *ESZA Észak-Alföld Fejlődéséért Egyesület*
Dr. Veronika Fenyves
4071, Hortobágy, Hortobágy utca 19.