ABSTRACTS IN ENGLISH

SPACE AND SCHOOL – STUDIES

JÁNOS UGRAI

The study examines the geographical origin of Protestant members of the Academia in the Hungarian Reform Era with the help of collective biography. First, it assigns stages in one’s studies and course of adult life to cultural regions. Then it determines the ratio between these cultural regions, the power of their academic representation, as well as the persons’ movement among cultural regions, and the scale and intensity of their mobility. The investigation is enabled by the fact that the Academia in the Reform Era operated mechanisms balancing along various lines of intersection, and thus strove for a certain representativeness in both denominational and geographical terms. Investigating the mobility of academicians in the Reformed Era may provide new arguments for the independence (and closedness) of Debrecen and Transylvania, as well as convincing numbers substantiating the increasingly growing pull of Pest.

Keywords: Hungarian cultural elite, Academy, spatial divisions, 19. century

NORBERT APÁTI – JÁNOS PÉNZES
EXAMINATION OF SECONDARY EDUCATION COMMUTING PATTERNS IN HUNGARY IN THE 2010s

Secondary school commute has important role within the educational system of Hungary. As part of our investigation, commuting networks were analysed by three years (2013, 2016 and 2019), in which the institutional databases were aggregated into settlement level. The decreasing number of students participating in the commute is caused by two factors, demographic processes and the effect of the Hungarian educational policy (namely the reduction of the minimum school-leaving age to 16). This decrease is primarily detected in the rural and backward areas, but intensive and increasing zones of commute is observed in the agglomerations of larger towns.

Keywords: commute to school, hinterlands, networks, secondary education
ROLAND HEGEDŰS
TERRITORIAL AND STATISTICAL ANALYSIS OF THE NUMBER OF CHILDREN AND STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

In our research, we perform a descriptive statistical analysis of students and children with special educational needs (SEN). The databases of the Office of Education for 2016 and 2021 are also analyzed in a comparison of the two years. In the study, we examine how the proportion of SEN children changed between the two years, in which areas the proportion increased and where it decreased. We discuss the proportion of students with special educational needs in which type of institution (kindergarten, school). We examine whether SEN children learn in an integrated or segregated manner according to the type of disability. Finally, we also discuss how the proportion of children belonging to each type of disability changed between the two years examined.

Keywords: disability, special educational needs, school type, regional differences

KATALIN FORRAY R.
THE EXPANDING SPACE OF THE SCHOOL

Schools with small student numbers and a few teachers were typical institutions of the network. From the seventies of the last century, the educational policy that wanted to abolish this institution was started. After the system change, we could see the creation of new ones. The struggle between the establishment and termination of small schools is not a Hungarian characteristic, this story can be observed in several European countries. What are the characteristics that speak against such institutions, and what are those that speak for them? I examine these features in the historical and present-day processes and cases of education policy.

Keywords: small schools, institutional network, educational policy, catchment areas

HELGA ANDL
“OUR SHARED FATE”: VILLAGES AND SCHOOLS

The (village) small school is a recurring topic in educational science, policy and pedagogical debates, focusing mainly on its sustainability, advantages and disadvantages. Our study first reviews the events and educational policy trends in Hungary that have fundamentally influenced the situation of the primary school network, especially in institutions in villages with a low number of pupils. The second part of the paper is a case study of the educational cooperation between two small villages, which started before the turn of the millennium in order to maintain their primary schools. The case study examines how the current social and educational policy environment surrounding the school has influenced its operation, how it has found its place in the new – public – maintenance structure, and what roles do local communities and leaders have in promoting local interests.

Keywords: small school, small settlement, education policy

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SZILÁRD MALATYINSZKI – ZOLTÁN KATONA
INSTITUTIONAL PROVISION OF VOCATIONAL TRAINING AND DEVELOPMENT OPPORTUNITIES

With the 2020 reform of the vocational education and training system, the availability of sectoral training has become crucial, as it allows for more flexibility in the choice of occupation. The functioning of economic organisations naturally depends on the quantity and quality of the material, physical, infrastructural and human resources available. Our research explores two directions. We describe the territorial location of vocational training institutions and the diversity of their maintenance. The second focuses on the operation of vocational training centres and agricultural training centres and their cooperation with the business sector. We consider it important that sectoral training should be available in regions where the economy is prospering. Our aim is to showcase the availability of these sectors in the region and link them to successful sectors in the area. In our research we use statistical analysis and in-depth interviews to answer these questions.

Keywords: vocational training, network of institutions, development

ERNŐ MOLNÁR – MÁRK MÉSZÁROS – CSONGOR NAGY
HUMAN DIMENSIONS OF A RESTRUCTURING TRADITIONAL SECTOR: THE CASE OF THE HUNGARIAN LIGHT INDUSTRY

The Hungarian textile, clothing, leather and footwear (TCLF) industry integrated into international production networks in a semi-peripheral position is shrinking. However, its upgrading processes and generational change result in a huge labour shortage constituting a great challenge because of the moderate interest in TCLF professions and the decline of institutions serving the (re)production of industry-specific knowledge and skills. In our article, we present the structural and spatial characteristics of the sector determining its human resource needs as well as – based on our recent field research – the human strategies of TCLF firms constrained by the local conditions. In the discussion, we interpret our results in the framework of the GPN concept. According to our main conclusion, a long-run (successful) participation in GPNs and the appropriate human resource supply are conditions for each other.

Keywords: global production networks, TCLF sector, semi-periphery, human resource

TIBOR CSERTI CSAPÓ
TERRITORIAL AND SOCIAL REPRESENTATION OF THE HUNGARIAN GYPSIES IN TEXTBOOKS – THE TEXTBOOK AUTHOR’S DILEMMAS

During a research in 2015 on the representation of Roma culture among content regulators and content carriers, as well as their development opportunities, we investigated whether the optional textbooks for teaching in public education contain relevant information about the domestic nationalities, with a focus on the Roma population, which could be mandatory elements of the basic knowledge material according to the requirements of the Hungarian National core curriculum, the Framework Curricula,
and the local curricula based on them. (see Orsós 2015, 2016; Csapó Cserti 2016; Andl–Cserti 2017) In the research we reviewed the results of previous studies on this topic (Terestyén 2004; Balázs et al. 2014; Binder-Pálos 2016).

The first examination of the textbooks ended with very negative experiences. The optional textbooks rarely contained information about nationalities in Hungary, and among them, this neglect was even more noticeable in relation to Roma. Despite the fact that each subject is suitable for meeting the content and sensitization expectations for national minorities set out in the curricula, it conveys social acceptance and a multicultural approach.

Contents were published just in some of the examined textbooks, but these were without exception either inaccurate or rather hid the danger of deepening stereotypical thinking.

It also became clear how difficult task it is for the textbook author to simultaneously meet the curriculum requirements of the education policy, the age characteristics and previous professional knowledge of the students, the professional expectations of the teachers society, and the content, visual and didactic expectations of textbooks (see Dárdai 2002; Balázs et al. 2017), together with social and parental needs, the actual school frameworks and possibilities of teaching geography should also be taken into account (e.g. number of lectures, professional knowledge of practicing teachers, their social sensitivity, etc.).

From this latter point of view, the study reflects on what and how can be taught from the “customer’s package” required by the domestic education policy in relation to the socio-economic-territorial approach of the nationalities, including the Roma population.

**Keywords:** origin of Roma, Roma self-assertion, Roma identity, schoolbooks of public education

**RESEARCH ACTIVITIES**

**KRISZTINA SEBESTYÉN**

**EXAMINING OF 11TH GRADERS’ FOREIGN LANGUAGE LEARNING AND FUTURE PLANS IN THE COUNTIES OF HAJDÚ-BIHAR AND SZABOLCS-SZATMÁR-BEREG**

Students’ achievements and future plans are influenced by more factors, e.g. conditions of geographical area, education of parents. From the student database (N = 890) of our research called „Teaching and learning German in Hajdú-Bihar and Szabolcs-Szatmár-Bereg counties (2018–2019)“, we analysed foreign language grades and future plans related to language knowledge based on regional aspect, family background and learned a foreign language, and we constructed crosstab and ANOVA tables from the data. Achievements of students from Hajdú-Bihar county are mostly higher in the majority of the analysed subjects, furthermore, there are differences in future plans of students based on foreign language learnt and the county of origin.
**Keywords:** foreign language learning, secondary school, family background, Hajdú-Bihar county, Szabolcs-Szatmár-Bereg county, future plans

**ZITA KASZALIK**  
**ERASMUS+ IS THE EUROPEAN UNION GRANT OPPORTUNITY THAT INDUCES CHANGES**

The aim of this study is to examine the European Union grant opportunity that induces changes, the Erasmus+ program that helps reduce regional inequalities. The study focuses on Hungarian tenders in the vocational training area of the program between 2014 and 2019, as well as the territorial, commercial and network connections of tender activity. The results of the research point to the fact of the territorial concentration of the applicants, which is related to the economic development of the given area, giving a task to the new digitization efforts that offer equal opportunities in the following tenders.

**Keywords:** European Union, Erasmus+ Hungary vocational training applications, internationalization, networking

**NÓRA FAZEKAS**  
**THE SCHOOL IN A DIGITALIZING WORLD**

The study analyses the interaction of the school as an institution and schools as organizations in the light of digitalization. It presents the external context, the relations between the institution and the schools, the factors of the school’s institutional change, the isomorphic change of school organizations and organizational learning aspects. The aim of the study is primarily to review this complex phenomenon, thereby starting a discourse on the unstoppable change taking place in the institution, and in the needs of school management.

**Keywords:** digitalization, public education, institution, organizational learning

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