

**Joint work plan for the
Dutch-Hungarian co-operation
in education 2000-2002**

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Introduction

Introduction

The Dutch-Hungarian co-operation in education is formalised by the Agreement that was signed on December 17, 1997 in The Hague by the then Dutch Minister of Education, Culture and Science Dr. Ir. J.J.M. Ritzen and the then deputy State Secretary of the Hungarian Ministry of Culture and Education Dr. P. Medgyes. In the Agreement, which is valid for a period of five years, a mid-term review of the Dutch-Hungarian collaboration was foreseen. This mid-term evaluation was carried out by an independent Hungarian and Dutch expert in the period December 1999 - March 2000. The new joint work plan for Dutch-Hungarian co-operation in education for the years 2000 - 2002 is based on the above-mentioned Agreement.

The Agreement defines six priority areas for the co-operation in education:

- General Education and Teacher Training.
- Vocational Education.
- Higher Education.
- Knowledge-based society.
- Quality Assessment.
- Information and Communication Technology in Education.

The present work plan covers the period 2000-2002.

A number of still current or recently finalised programmes from previous work plans will be further developed:

- Special education.
- ICT in education.
- Qualification structures.
- Staff development.
- CHEPS workshops.
- Educational management.

A new programme has been defined in the following area:

- Quality assurance, competencies for higher education.

In this work plan an overview of the current programmes is given in Part I, further development of current or recently finalised programmes are presented in Part II. Part III describes the new programme.

The progress of the programmes will be monitored by the joint Dutch-Hungarian Subcommittee on Education, which meets at least twice a year and consists of the following persons:

On the Hungarian side:

Prof. Gábor Náray-Szabó
Dr. Ferenc Rudan
Ms Dóra Szentirmai

Chairman of the Hungarian delegation
Ministry of Education
Ministry of Education, Dutch Desk Officer

On the Dutch side:

Drs. A. IJzerman MPA
Mr J.W. Rienks
Dr. Th. J. Siskens
Ms Drs. L. E. Beijlsmit

Chairman of the Dutch delegation
Ministry of Education, Culture and Science
Bureau CROSS
Bureau CROSS

The Hungarian Ministry of Education will set up a monitoring committee to act as counterpart for Bureau CROSS. Independent experts will evaluate the Dutch-Hungarian co-operative programmes in education as described in this work plan in the second half of 2002.

Hungary and the Netherlands will also collaborate in a multinational programme on education with the Czech Republic, Poland and Slovenia.

Part I

Current Programmes

1. Hungarian studies / documentation centre

1.0 Objectives

- To support teaching activities in Hungarian studies at the University of Amsterdam.

1.1 Partners

On the Dutch side	The Institute for Eastern European Studies of the University of Amsterdam. (Dr. L. K. Marácz).
On the Hungarian side	The Central European Institute in Budapest.

1.2 Target group

- Dutch teachers and students of Hungarian studies.

1.3 Activities

- Guest lectures by Hungarian scholars.
- Compiling and elaborating sets of teaching materials and auxiliary equipment.
- Consultations with the Hungarian partners.

1.4 Duration of the programme

- 2000 - 2002.

2. ABLAK, a periodical review on developments in Central Europe and the Balkan (in particular in the areas of education, culture, science and technology)

2.0 Objectives

- To provide information on the reform of education, culture, science and technology in Central Europe and the Balkans.

2.1 Publisher

The Institute for Eastern European Studies, University of Amsterdam.
(Dr. L. K. Marácz).

2.2 *Target group*

- Those involved in the Dutch-Hungarian co-operation in education, culture, science and technology.
- Those interested in the reform of education, science and technology in Central Europe and the Balkan.

2.3 *Activities*

- To prepare, publish and distribute the quarterly ABLAK.

2.4 *Duration of the programme*

- September 2000 - September 2002.

3. **Assessment of educational progress / CITO**

3.0 *Objectives*

- Development of test designs, tests and evaluation procedures for the analysis of students' performance to monitor educational progress according to the requirements of the National Core Curriculum. Monitoring will be aimed at students of grades 4,6 and 8.
- Dissemination of know-how regarding test construction and sampling techniques among evaluation experts and teacher trainers.
- Implementation and administration of tests (German, Physics, Mathematics, Civics, Hungarian / mother tongue, English, Informatics and Integrated Science).

3.1 *Partners*

On the Dutch side	CITO (Central Institute for Educational Measurement), Arnhem. (Drs. José Noijons).
On the Hungarian side	BIE (Budapest Institute of Education). (Dr. Imre Knausz).

3.2 *Target group*

- Staff members affiliated to the partner institutes.
- Hungarian teacher trainers.
- Hungarian teachers.

3.3 *Activities*

- Seminars for training purposes.
- Production of educational tests.
- Development of test designs and sampling techniques.
- Discussion of monitoring results and writing of reports.

3.4 *Duration of the programme*

- August 1996 - December 2000.

4. Hotel management / European accreditation

4.0 Objectives

- The accreditation by the European Foundation for the Accreditation of Hotel Management Programmes (EFAH) in 2001 / 2002. (In order to qualify for European accreditation at least two cohorts of graduates will be monitored during the first two years of their careers).

4.1 Partners

On the Dutch side	North Netherlands Protestant College of Higher Education (CHN), Leeuwarden. (Drs. Joris Paulussen).
On the Hungarian side	College of Commerce, Catering and Tourism, Budapest. (Dr. Miklos Horn).

4.3 Target group

- Teaching staff and students of the College of Commerce, Catering and Tourism.

4.4 Activities

- (Further) training of the teaching staff on the curriculum developed under the PHARE programme.
- Workshops.
- Conferences.

4.5 Duration of the programme

- 1998 - 2001.

5. Special education

5.0 Objectives

- To exchange views on the integration of children with learning impediments in the regular education system and the consequences for teacher training.

5.1 Partners

On the Dutch side	The Municipal Pedological Institute of Amsterdam. (Dr. Cees van Rijswijk, Dr. Erik Kool).
On the Hungarian side	Bárczi Gusztáv College of Special Education, Budapest. (Dr. Sándor Illyés, Dr. Clara Merton).

5.2 *Target group*

- Dutch and Hungarian experts in special education.
- Teacher training institutes.

5.3 *Activities*

- A mini-seminar in Amsterdam on the integration of children with learning impediments in the regular education system and the consequences for teacher training.
- A conference in Budapest on the integration of children with learning impediments in the regular education system.
- The publication of a manual in Hungarian and Dutch based on the papers presented during the conference and the outcomes of the conference.

5.4 *Duration of the programme*

- 1998 - 2000.

6. **ICT in Education (Innovative didactics with information and communication technology)**

6.0 *Preamble*

Societies in all European countries are moving from industrial societies to information societies in which handling data and information will become increasingly important. To prepare pupils for this information society new innovative didactics have to be developed, focusing on a proper integration of information and communication technology (ICT) in learning and instruction processes.

6.1 *Programme*

- The proposal is focusing on co-operation of Hungarian teacher training institutes with Dutch institutions. It is important that the Hungarian teacher training institutes develop their vision and policy on ICT in teacher education and apply this policy in pilot projects. For that reason, it is important that within the Hungarian teacher training institutes some faculties in school subjects (or disciplines) will participate. The final selection of teacher education institutes in the Netherlands and Hungary will be based on the decision which pilot projects will be selected.
- The programme has three stages: development of a vision (1998 - spring 1999), realisation of emergent practices (spring 1999 - summer 2000) and based on these experiences, the development of a blueprint programme for pre- and in-service teacher education (autumn 2000).
- A similar programme will be carried out in Russia. Some activities therefore will be in co-operation with the Russian partner.

6.2 *Objectives*

- To develop a vision on education of the future from a Hungarian perspective including how ICT may facilitate its realisation.
- To develop a strategy of courage and care within the context of the culture, characteristics and beliefs of the education system of Hungary.
- To develop in a co-operation with some Dutch teacher education institutes some emerging practices to apply and develop the courage approach in a Hungarian context.
- To develop a blueprint of a programme for pre-service and in-service training to assure that future and present teachers master the professional skills for education of the future.
- To build capacity at the teacher training institutes.

6.3 *Partners*

On the Dutch side	University of Twente. (Prof. Dr. Tjeerd Plomp, Mrs Dr. Joke Voogt).
On the Hungarian side	Ministry of Education. (Dr. Tamas Vándor). In-service training Centre for Methodology and Information of the Institution of the Hungarian Public Education.

6.4 *Target group*

- Teacher training institutes.

6.5 *Activities*

- A fact-finding mission.
- A working conference to elaborate the operational plan.
- Study tour to the Netherlands of the Hungarian and Russian participants in the programme.
- Execution of the operational plan.

6.6 *Duration of the programme*

- 1998-2000.

7. **Qualification structures, a comparison between the Netherlands and Hungary**

(Inter-) national Transparency of Hungarian Qualifications in the Perspective of Labour Market Needs and Economic Development – with pilots in banking/insurance, in the electrotechnical sector and in processing industries.

7.0 *Objectives*

- To compare vocational qualification structures and develop a common approach to transparency of qualifications and, depending on the outcome of this comparison, this could imply adaptation of qualifications and methods through which they are developed and communicated.

7.1 *Partners*

On the Dutch side	Colo (Association of national bodies for vocational training) subcontracting Euformation as project manager. (Mr Hans Hoekzema). Ecabo, Vapro and VEV (sectoral social partners in banking/insurance, in processing industries and in the electrotechnical sector).
On the Hungarian side	NSZI (NIVE) National Institute of Vocational Education.

7.2 *Target group*

- Hungarian policy makers, Chamber of Commerce and Industry, Employers organisations, Vocational Education Institutes.
- (Human Resource Development officers of) Dutch and Hungarian companies in banking/insurance, processing industries and the electrotechnical sector.
- Dutch and Hungarian experts on vocational qualifications, (public and private) training institutes.

7.3 *Activities*

- A preparatory study visit by a delegation of the Hungarian Ministry of Education with representatives of the National Institute for Vocational Education NSZI.
- A fact-finding mission of Colo, Ecabo, Vapro, VEV, CROSS to Hungary.
- A presentation of the Dutch procedure of qualification development to a conference with Hungarian social partners and governmental authorities, hosted by NIVE in Budapest.
- A presentation of the challenges and options EU-accession offers in the field of vocational training and labour market operation to a conference with Human Resource Managers of Hungarian companies, in Budapest.
- A comparison of selected qualifications in banking/insurance, in processing industries and in the electrotechnical sector.
- Several meetings throughout the duration of the project with key actors, establishing sectoral networks of interested parties, committed to develop demand driven qualifications.
- Feasibility study on development of a Hungarian infrastructure enabling communication to establish the international transparency of qualifications.
- A conference to present and discuss the results of the feasibility study to Hungarian key actors in the field of vocational training and labour market operation in Budapest.
- A study visit to the Netherlands of Hungarian experts responsible for restructuring the Register of Qualifications to assess how qualification structures are developed in the Netherlands.
- A presentation of the sectoral results of the project at NIVE's Research Conference in Budapest.

7.4 *Duration of the programme*

- 1998 - 2000.

8. **Staff development programme**

8.0 *Objectives*

- Capacity building / staff development of key players in the interface of education and training and the labour market.
- Capacity building / staff development of key players involved in the establishment of an independent Inspectorate of Education in particular primary and secondary education.

8.1 *Partners*

On the Dutch side

IVA, Institute for labour market issues.
(Dr. Marc Vermeulen).

On the Hungarian side

Inspectorate of Education in the Netherlands.
Association of the Rectors and Directors conference.
(Dr. Istvan Bilik).

8.2 *Target group*

- Hungarian administrators / policy makers from the Ministry of Education and the Ministry of Labour, Chamber of Commerce and Industry, Employers organisations, Employment agencies.
- Key players involved in the establishment of an independent Inspectorate of Education in particular primary and secondary education.

8.3 *Activities*

- Kick-off conference.
- Needs analysis on the basis of the kick-off conference.
- A study tour to the Netherlands.
- Workshops.
- Development of strategic documents.

8.4 *Duration of the programme*

- 1998 - 2000.

9. **CHEPS workshops on higher education (policy) issues (see also the multinational work plan)**

A workshop on the economic role of higher education. One in a series of five workshops for senior policy makers on various issues of higher education policy.

9.0 *Objectives*

- To discuss major policy issues in higher education from an international perspective.
- To enhance the knowledge of the participants on the major trends in higher education policy making.
- To produce a number of reports on topical issues relevant to higher education policy in Central Europe.

9.1 *Partners*

On the Dutch side	CHEPS (Centre for Higher Education Policy Studies), University of Twente. (Dr. Jon File).
On the Hungarian side	Association of the Rectors and Directors Conference. (Dr. Istvan Bilik).

9.2 *Target group*

- Hungarian administrators / policy makers from the Ministry of Education and the Ministry of Labour, Chamber of Commerce and Industry, Employers organisations, Employment agencies.

9.3 *Activities*

- Kick-off conference.
- Needs analysis on the basis of the kick-off conference.
- Lectures, discussions, training sessions and study visits.

9.4 *Duration of the programme*

- 1998 - 2000.

10. **Arts education**

10.0 *Preamble*

- Since the Netherlands and Hungary can learn a lot from other each other in the field of culture a programme on Arts education was deemed interesting for both sides.

10.1 *Objectives*

- To stimulate the co-operation between Dutch and Hungarian institutions for higher education in art and music, so as to enhance the quality of education in this area in both countries.

10.2 *Partners*

On the Dutch side	Sweelinck Conservatory, Amsterdam. Contract Group Holland. (Drs. Karel Mulder).
On the Hungarian side	Liszt Ferenc Academy of Music Budapest. (Mrs Francisca Ispán).

10.3 *Target group*

- Students and teachers from Liszt Ferenc Academy of Music Budapest and the Sweelinck Conservatory, Amsterdam.

10.4 *Activities*

- Master classes in the Netherlands and Hungary.
- Teachers' exchange.

10.5 *Duration of the programme*

- 1998-2000.

11. **Advanced Studies Programme (Academic year 1999 / 2000)**

11.0 *Preamble*

- The Advanced Studies Programme was defined with the following goals in mind.
- To enable Hungarian (post-) graduate students to follow study programmes in the Netherlands at higher vocational education, university and post-academic levels.
- To create networks involving Dutch and Hungarian institutions for higher and post-academic education.

11.1 Objectives

For the academic year 1999-2000:

- To increase the flexibility of Hungarian students from the International Studies Centre of the Budapest University of Economic Sciences by giving them first hand experience of International Business and Management and International Studies in theory and practice in the Netherlands (Maastricht).
- To tighten future economical and cultural links between Hungary and Western Europe in view of the foreseen accession to the European Union.

11.2 Partners

On the Dutch side

University of Maastricht.
(Prof. Dr. Chris de Neubourg).

On the Hungarian side

Budapest University of Economic Sciences.
(Prof. Dr. József Temesi, Mrs Dr. Erzébet Kovács).

11.3 Target group

- Hungarian graduate students of International Business Management and International Studies.

11.4 Activities

- The students will spend six months at the Dutch University from mid-January 2000 to mid-July 2000.

11.5 Duration of the programme

- 6 months.

Part II

Further Development of (still current or recently finalised) Programmes

12. CITO - dissemination of the results of Assessment of Educational progress

12.0 Objectives

- To disseminate the results of the project with the Budapest Institute of Education.

12.1 Partners

On the Dutch side	CITO (Central Institute for Educational Measurement), Arnhem. (Drs. José Noijons).
On the Hungarian side	BIE (Budapest Institute of Education). Ministry of Education (Mrs I. Pavlik, Mrs Ildikó Répás)

12.2 Target group

- Policymakers in quality assessment.
- Teacher training institutions.
- School managers and teachers (all at national, regional and local levels).

12.3 Activities

- An evaluation by (an) independent external expert(s) of the project 'Assessment of educational progress' (1996-2000) will take place after the presentation of the final project report in May 2001. The object of the evaluation will be to assess whether there is sufficient support within the Hungarian educational system for this type of tools. If this is indeed the case the expert(s) will also give recommendations as to how the results of the project could be disseminated.

12.4 Duration of the programme (providing dissemination indeed takes place)

- 2000 – 2002.

13. Special education

13.0 Preamble

For a long time nearly all specialists in the field of special education worldwide held the opinion that children with special educational needs were better served in separate schools than in mainstream schools. To-day policy-makers and experts alike are less inclined to refer children with special educational needs to separate schools offering special education. In fact, present-day policy-makers and experts strive wherever possible to keep children with special educational needs at mainstream schools. This change in attitude is based on the assumption that social integration of children with special educational needs has a greater chance of success when these children attend the same school as their mainstream peers, than when they are segregated in a special school.

This endeavour to integrate children with special needs into mainstream education was the central theme during the first two years of Dutch-Hungarian co-operation in the field of special education. Participants in these first two years were mainly from specialist and academic circles. This new project approaches the subject from a different point of view: it will be based on the opinions and experiences of practitioners in the field - the teachers themselves - rather than those of academicians.

13.1 **Objectives**

- To contribute to the debate in Hungary on how to give form and content to the support of children with special educational needs within Hungarian mainstream education.
- To contribute to the debate in the Netherlands on how to give form and content to the support of children with special educational needs within Dutch mainstream education.
- To produce literature to be used in Hungarian and Dutch teacher training courses.

13.2 **Partners**

On the Dutch side	The Municipal Pedological Institute of Amsterdam. (Dr. Kees van Rijswijk, Dr. Erik Kool).
On the Hungarian side	Bárczi Gusztáv College of Special Education, Budapest. (Dr. Sándor Illyés, Dr. Clara Merton).

13.3 **Target group**

- Hungarian and Dutch teacher training institutes.
- Hungarian and Dutch teachers.
- Hungarian and Dutch experts in special education.
- Hungarian and Dutch policy-makers in (special) education.

13.4 **Activities**

In the framework of the programme a joint Hungarian-Dutch report will be prepared and published (in English) to serve the target groups mentioned above. On the basis of this report the project managers will publish some articles in Hungarian and Dutch professional periodicals.

The report will have the following chapter headings:

- The importance of the Dutch-Hungarian co-operation in the field of special education.
- The development of special support for children with special needs in Dutch mainstream schools.
- The development of special support for children with special needs in Hungarian mainstream schools.
- Two self-portraits from two Dutch mainstream schools.
- Two self-portraits from two Hungarian mainstream schools.
- Opinions of Hungarian teachers about the Dutch practice based on an analysis of the Dutch self-portraits and a visit to Dutch schools.
- Opinions of Dutch teachers about the Hungarian practice based on an analysis of the Hungarian self-portraits and a visit to Hungarian schools.
- A review, coupled with an analysis, of the material presented in the preceding chapters.

Fall and winter 2000

- Consultations on the programme.
- Selection of the Hungarian and Dutch mainstream schools to be involved.

Spring and summer 2001

- Preparation of the book.
- Production of the self-portraits.

Fall and winter 2001

- Reciprocal school visits.
- Publication of the report.

Spring 2002

- Publication of the articles in professional periodicals.

13.5 **Duration of the programme**

- 2000 - 2002.

14. ICT in education: use and evaluation of World Wide Web Information

14.0 *Preamble*

From 1998 - 2000, within the framework of the Hungarian-Dutch co-operation in education a first program on 'innovative didactics with ICT' was conducted.

Some of the goals of this first program were:

- To develop a vision on education for the future from a Hungarian perspective, including how ICT may facilitate its realisation.
- To develop in co-operation with some Dutch teacher training institutes some courses that can serve as examples of innovative didactics utilising ICT.
- To develop a blue print of a program for pre-service and in-service training to assure that future and present teachers master professional skills for education of the future.
- To build capacity in utilising ICT to create innovative learning environments in a number of Hungarian and Dutch teacher education institutes.
- It was decided late in 1998 that the experimental teacher education courses developed within the framework of this programme would focus on English as a foreign language and on chemistry education.

The follow-up project will focus on innovative didactics with ICT for especially secondary education (age group 14 - 18 years). The emphasis will be on the methodology (pedagogy) to learn pupils to select information and internet applications from the World Wide Web given a certain problem or task, and to determine the relevance and quality of such information and to use it for problem solving and communication.

The results of the first programme will be the starting point of the new programme. Based on the evaluation and experiences of the first year (1999-2000) the modules will be revised and conducted in the academic year 2000-2001, resulting in updated guidelines and practical hints on how to develop and implement teacher education supported by ICT, especially World Wide Web.

14.1 *Objectives*

- To develop capabilities in a number of Hungarian and Dutch teacher education institutes (for secondary education) in utilising in an appropriate way Web-based information in the curriculum.
- To improve the experimental modules that have been tried out in the academic year 1999 - 2000 resulting in materials, frameworks and models for an innovative use of ICT in education that can be applied in other pre-service and in-service education programmes.
- To develop (on the basis of a review of the literature and existing projects) a conceptual framework for how to teach pupils to retrieve and judge the relevance and quality of information that can be found on the Web.
- To develop a teacher (in-service and pre-service) education programme to familiarise teachers with Web-based information retrieval and judging, and how to incorporate that in their lessons.
- To disseminate the results of the programme to relevant target audiences in Hungary and the Netherlands.

14.2 *Partners*

On the Dutch side

University of Twente, Faculty of Educational Science and Technology (UT).
(Prof. Dr. Tjeerd Plomp).
Windesheim Teacher Education College.
(Mr Karel Schoenmaker).
APS Utrecht/Instituut Leraar en School University of Nijmegen (APS/ILS).
(Drs. Maria Cornelisse).

On the Hungarian side

Information and Methodology Centre for Post-graduate Teacher Training (In-service Education Center), Pilisborosjen, Peter Pázmány Catholic University (Teacher Training College), Piliscsaba.
(Mr Tamas Demeny).
Eötvös Lorand University of Science, In-service and teacher training institute, Budapest.
(Prof. Dr. Miklos Riedel, Mr Attila Fözö).
Ministry of Education.
(Mrs Yvonne Schuchmann). (*During the first year of the programme, other institutions maybe added*).

14.3 **Target groups**

- Teacher training institutes.
- Students in secondary education (age group 14 - 18 years).

14.4 **Activities**

In principle, all activities will take place in both countries.

Autumn 2000 - June 2001 (phase 1)

- Revision and running of existing modules for English as a foreign language and chemistry education.
- Review of projects and literature on utilisation of Web-based information leading to a conceptual framework and to a number of modules in which Web-based information is being utilised.
- Final selection of the participating institutions and staff in both countries so as to assure that the experimental modules can be tried out in secondary schools.
- Selection and design of some experimental modules in which secondary school pupils work on projects in which they utilise the Web for information retrieval.
- Preparation of infrastructure needed, both hardware and software and curriculum materials, at the teacher (pre-service and in-service) training institutes.

July 2001 - December 2002 (phase 2)

- Training of a number of (secondary school) teachers and teacher-students of English as a foreign language and science in teaching utilisation of Web-based in the curriculum.
- Running of the experimental modules in some secondary schools.
- Evaluation and dissemination of the results of the programme.

14.5 **Duration of the programme**

- 2000 – 2002.

15. **Qualification structures**

(Inter) national transparency, dynamic skills needs, demand driven development of qualifications, examination and quality assurance

15.0 **Objectives**

- Enhance the (inter) national transparency of Hungarian qualifications in view of EU-accession.
- Enhance institutional consultation processes to ensure that training reflects the dynamic skills needs of the labour market and economic innovation, especially in processing industries.
- Contribute to the operation of the infrastructure and methodology of development of qualifications, especially in the field of Information and Communication Technology.
- Contribute to operation of the infrastructure and methodology of examination and quality control, especially by piloting experimental examinations in the field of electrical engineering.

15.1 **Partners**

On the Dutch side

Colo (Association of national bodies for vocational training) subcontracting Euforformation as project manager (Mr Hans Hoekzema).

Ecabo, Vapro and VEV (sectoral social partners in economic administrative/ ICT/security professions, in processing industries and in electrotechnical sector).

On the Hungarian side

National Institute of Vocational Education NSZI.

Ministry of Education, department of Vocational education. (Mr István Kiszter).

15.2 **Target groups**

- Field experts in the development of qualifications and examination.
- Companies involved in training and institutes for training and examination.
- Governmental authorities and semi-governmental support structures/organisations.
- Social partners (trade unions and employers' organisations).

15.3 **Activities**

Training seminars:

- On commitment of companies, training institutes, governmental authorities, social partners to institutional consultation for demand driven qualification, with examples from practice in processing industries.
- On infrastructure and methodology of development of qualifications, with examples from practice in the field of ICT.
- On infrastructure and methodology of examination and quality control, with examples from practice in electrical engineering.
- Coaching of field experts in these subjects in between the training seminars, applying a pre-structured didactical format.
- Dissemination of project results from the previous project and this project, making use of new media (CD-ROM, Internet, etc.).

15.4 **Duration of the programme**

- 2000 – 2002.

16. **Staff development - IVA workshops**

Enhancing strategic skills of managers in higher education

16.0 **Objectives**

The workshops are one part of a co-ordinated approach to higher education management capacity development for a carefully selected group of Hungarian higher education staff drawn from both the Ministry (or other system level organisations) and universities. The other part of the initiative is a program on policy implications and dilemmas regarding massification in higher education co-ordinated by CHEPS (University of Twente) that the same group will attend.

The objectives of the combined approach are to add significantly to the capacity and insight of a small (15-persons) group of high potential Hungarian staff in:

- Management skills and approaches relevant to higher education (IVA).
- Systematic methods of understanding key higher education policy questions (CHEPS).

If the participants are carefully selected the programme will yield direct benefits to this group and their employing organisations, indirect benefits to the system and those they will work with, and the potential for replicating this experience for additional groups of participants with the initial cohort as a key resource.

16.1 Partners

On the Dutch side	IVA, Institute for policy research and consultancy. (Dr. Marc Vermeulen).
On the Hungarian side	Confederation of Hungarian Conferences on Higher Education. (Dr. Istvan Bilik).

16.2 Target group

The programme is aimed at a group of Hungarian higher education staff members with high potential who are assessed to be good prospects for strategic second-level positions in higher education within the next five years. While this level is difficult to specify precisely, the sorts of positions that come to mind are Directors of Planning, Vice-Rectors, and Deputy-Directors within the Ministry etc.

The group should be a mixture of staff drawn from both higher education institutions, and from the Ministry responsible for higher education and/or a national intermediary body with system level responsibilities (such as the Hungarian Higher Education and Research Council). Participants should be committed to attending the full set of workshops as this will be planned and presented as an integrated series.

16.3 Activities

The full set of workshops will consist of two by IVA, two by CHEPS and a joint IVA/CHEPS workshop as the third in the series. They will take place in March 2001, June 2001, October 2001, March 2002 and June 2002. They will be held in Hungary with the exception of the joint (third) workshop that will be held in the Netherlands. The IVA workshops will consist of both a theoretical exploration of strategic analysis in the context of higher education and the training of practical skills necessary to conduct a strategic analysis. In the IVA part of the program we will address the following themes:

- Where to find reliable information on future developments (forecasting, survey, SWOT analysis etc.).
How to judge the quality of such information?
- If information is not available or inadequate, how to deal with uncertainty in decision processes?
- What options are there for influencing both external and internal processes in order to create a more predictable playing field for higher educational institutes?
- How to adapt to fundamental unpredictable developments in terms of flexibility and management?

The integration of management development and policy-focussed approaches into a co-ordinated programme for a single group is an innovative one. This will require close co-operation between the two Dutch co-ordinators and their participation in all five workshops.

16.4 Duration of the programme

- 2000 – 2002.

17. CHEPS - workshops

The massification of Hungarian higher education: policy implications and dilemmas

17.0 *Objectives*

The workshops are one part of a co-ordinated approach to higher education management capacity development for a carefully selected group of Hungarian higher education staff drawn from both the Ministry (or other system level organisations) and universities. The other part of the initiative is a management development programme co-ordinated by IVA of the University of Tilburg that the same group will attend. The objectives of the combined approach are to add significantly to the capacity and insight of a small (15-person) group of high potential Hungarian staff in:

- Management skills and approaches relevant to higher education (IVA).
- Systematic methods of understanding key higher education policy questions (CHEPS).
- If the participants are carefully selected the programme will yield direct benefits to this group and their employing organisations, indirect benefits to the system and those they will work with, and the potential for replicating this experience for additional groups of participants with the initial cohort as a key resource.

17.1 *Partners*

On the Dutch side

CHEPS (Centre for Higher Education Policy Studies),
University of Twente.
(Dr. Jon File).

On the Hungarian side

Association of the Rectors and Directors conference.
(Dr. Istvan Bilik).

17.2 *Target group*

- See under 16.

17.3 *Activities*

The full set of workshops will consist of two by IVA, two by CHEPS and a joint IVA/CHEPS workshop as the third in the series. They will take place in March 2001, June 2001, October 2001, March 2002 and June 2002. They will be held in Hungary with the exception of the joint (third) workshop that will be held in the Netherlands. The CHEPS workshops will include lectures, discussions, practical exercises and preliminary and follow up readings. Workshop presenters will be drawn from the staff of CHEPS and from its international network of higher education researchers and policy-makers. The focus of the workshops will be on international trends and experiences of relevance to higher education in Hungary, and particularly its plan to increase participation to 50% of the relevant age-cohort over the next 10 years.

The integration of management development and policy-focussed approaches into a co-ordinated programme for a single group is an innovative one. This will require close co-operation between the two Dutch co-ordinators and their participation in all five workshops.

17.4 *Duration of the programme*

- 2000 – 2002.

18. Educational management

18.0 *Preamble*

The Dutch-Hungarian co-operation in the field of educational management exists already since 1992. An intensive co-operation between the NSO (Nederlandse School voor Onderwijsmanagement), the University of Amsterdam and a Hungarian project group, consisting of staff from the universities of Budapest, Pécs and Szeged, as well as experienced school directors and consultants, resulted in a national and international accredited Masters level programme Educational Management and the establishment of the HUNSEM (Hungarian Netherlands School for Educational Management). This institute provides this and other programmes in the participating universities as well in as in other organisations. The policy of the Hungarian national government is explicitly focused on the strengthening of the management capacity of the school directors and the enhancement of quality in schools. In the implementation of this policy the HUNSEM plays an important operational role.

Since the establishment of the HUNSEM in 1997 the activities have been multiplied. The number of participants of courses is now such (nearly 400) that an extension of the staff is inevitable. Originally 15 staff were trained to develop and provide the management-training programme. This staff is too small to comply with the needs. Therefore training of new staff is necessary. This new staff will partly be recruited from the participating universities in Hungary, partly from new universities in other regions of the country (e.g. Debrecen). This training will be given by part of the existing university staff in co-operation with the Dutch trainers that originally trained the first staff of HUNSEM.

Another development since the establishment of HUNSEM is the introduction of quality management in Hungarian education. There are two important developments. One is the development of self-evaluation systems for schools, the other regards the introduction of a quality instrument in schools. One of the elements of this quality development is the introduction of appraisal interviews by the school management. There appears to be a great need for a methodology and way of implementation of an appraisal system in the Hungarian schools for primary and secondary education. The staff of HUNSEM will introduce this. As a consequence the (extended) staff will be trained in this respect and develop a methodology or a module for a large-scale introduction of appraisal in schools.

A third need in Hungary regards a provision for local administrators. Since the school management is being trained, but the local administration (being the maintainers of the schools) lacks such training, an imbalance emerges between the school directors and local administrators. As a consequence it is necessary to develop training programmes for local administrators. These training programmes have to focus on topics such as strategic planning, and the capacity to enforce evaluation studies in education, as tasks that are municipalities are required to do by law.

18.1 *Objectives*

- To select new trainers for the HUNSEM and to train them in the methodology and content of the HUNSEM-programme.
- To develop an instrument, module and implementation strategy for teacher appraisal to be used by directors of Hungarian primary and secondary schools.
- To develop a training programme for local administrators.

18.2 *Partners*

On the Dutch side	Netherlands School for Educational Management, NSO. (Dr. Peter Karstanje).
On the Hungarian side	Hungarian Netherlands School for Educational Management HUNSEM. (Dr. T. Barath).

18.3 **Target groups**

- The target group is the new staff of HUNSEM (objective 1) to be recruited partly from universities and possibly from other organisations in Hungary. The ultimate target groups are the school directors of schools for primary and secondary education.
- The target group for objective 2 is part of the HUNSEM-staff. The ultimate target group is again school directors.
- The target group for objective 3 is part of the HUNSEM-staff, to be elaborated with new staff. The ultimate target groups are the local administrators working in the field of education.

18.4 **Planning of activities**

December 2000 - February 2001

- Preparation of the project activities.

April 2001 - October 2001

- Development of the new training programme.
- Training of new staff for HUNSEM.
- Two international seminars.
- Two national seminars.

September 2001 - December 2001

- Development and implementation of an appraisal system.

January 2002 - May 2002

- Development of a course for local administrators.

18.5 **Duration of the programme**

- 2000 – 2002.

Part III

New Programmes

19. Academic Skills and Competency Tests

19.0 *Preamble*

Effective advising and selecting students for academic studies is a key issue in higher education efficiency policy. Students should not want to lose their time and money in unsuitable educational pathways, nor do universities want to waste their resources on students who cannot, for whatever reason, absorb the curriculum. Universities in Hungary now run their own entrance tests, while the providers of students, the schools for upper secondary education, conduct the Matura, the school-leaving exam. Both determine the eligibility of students for a certain academic course, the latter being a kind of passport, but the former having the visa function. Obviously, the question arises whether both are necessary, or that for instance the Matura could serve both. But for both tests, there are severe doubts if they adequately predict the real chance of students on success in specific studies. The fact that both tests focus on the recall of factual knowledge rather than on the skills that are crucial for academic studies is often indicated as a cause for this lack of predictive validity. The challenge of this project lies in developing a test that does have this validity, which adds something to the Matura and is recognised by a steering group of stakeholders as a suitable instrument for advice and selection.

Moreover, in the Netherlands there is an increasing interest in the development of a wider range of criteria to advise students. This means that combinations of written tests and other methods of assessment are asked for. The assessment of competencies, as this is well known in a business environment, is becoming an issue in secondary and higher education as well. One could think of developing such a set of assessment tasks for this purpose. Exploring the feasibility of adding such a component to the written tests as described below will be part of the project.

As a first thumbnail sketch, the written test would consist of several components that are assessing some skills that are seen as crucial for academic success:

- Understanding complex textual information: reading literacy in the mother tongue.
- Understanding complex textual information in a foreign language most often used in the specific study, (probably English; students should be able to independently read English textbooks and academic articles).
- Demonstrating subject understanding and skills in a context equal or similar to the context of academic studies (e.g. for maths: mathematizing a problem occurring in a real-life situation or field of research, converting data into relevant tables and graphs, evaluation of these data, writing a conclusion and advice, taking a standpoint. For medical studies: applying mathematical and scientific knowledge/skills on medical models and problems, e.g. mathematics in medical statistics, physics in biophysics, chemistry in biochemistry, biology in general, etc.).

General problem solving skills, such as:

- Planning skills: the ability to independently plan an approach for tackling a practical problem, an itinerary for a field trip, a query for collecting essential information, or even more basic: plan a sequence of activities for studying a topic.
- Modelling skills how to construct a model fitting given data.
- Reasoning, argumentative and evaluative skills: how to arrive at a solution, discussing and reflecting on it.
- Communicative skills. It is commonly understood that being able to communicate and find appropriate approaches for different target groups is one of the determinants for academic success.

19.1 *Objectives*

In view of the above, the general objectives of this project would be:

- Identifying the requirements for written tests that would serve to determine the capability of individual students to successfully follow specific academic studies.
- Developing a valid framework for such tests, operationalising these requirements.
- Develop a framework for validation of such a test (i.e.: setting up a longitudinal study to find out if the predictions made by the test are confirmed by the actual career of students).
- Develop illustrative of such a test, or tests, for one or two specific academic studies (to be identified by the project partners).
- Engaging a steering group of stakeholders in the discussion of the suitability of using such an instrument as an (additional) means of student advising and selection.

19.2 *Partners*

On the Dutch side

Cito-groep.
(Drs. Annemarie de Knecht).

On the Hungarian side

To be selected.

19.4 *Target group*

- Policy makers of the Hungarian Ministry of Education.
- Representatives of universities.
- Representatives of secondary education.
- Students intending to enrol for academic studies.
- Representatives of these target groups would be sitting in a steering group for giving expert advice and an opinion on the validity of the approach and outcomes.
- Subject experts/test developers (Hungarian and Dutch).

19.5 *Activities*

January/February 2001

- Establishing steering group.

March 2001

- Drafting framework.

May 2001

- Design of validation study.

July 2001

- Discussion and ratification of framework and validation study.

July 2001 - December 2001:

- Development of illustrative items.

December 2001

- Discussion of outcomes and produced materials.

January 2002

- Revision of items.

February - March 2002

- Report writing.

May 2002

- Presentation of findings and discussion.

19.6 *Duration of the programme*

- 2001-2002.

20. **Intercultural Argumentation and Social Cognition: interdisciplinary study of social narratives and applied argumentation in the period of social transition**

20.0 *Preamble*

Intercultural communication and applied argumentation have come to the foreground of research interest in recent years. International education, scientific, economic, business and legal co-operation require a communication systems approach to understanding cross-cultural and multi-cultural communication. Modern views on pragmatics and speech communication necessitate an integrated culture-specific approach to verbal/textual communication.

20.1 **Objectives**

- To raise consciousness in the study of cross-cultural communications phenomena. It is also expected that new curriculum design will help higher educational training to become sensitive, open and responsive to international topics and issues.

20.2 **Partners**

On the Dutch side	Department of Dutch Studies/ Speech Communication; International Society for the Study of Argumentation, University of Amsterdam. (Prof. Frans van Eemeren). Department of English Linguistics, Free University of Amsterdam. (Prof. Lachlan Mackenzie).
On the Hungarian side	Department of English Linguistics Doctoral Program in Applied Linguistics University of Pécs. (Prof. László I. Komlósi).

20.3 **Target group**


- PhD students.

20.4 **Activity**

- The First Dutch-Hungarian Intercultural Argumentation and Social Cognition Conference is planned to be held in Pécs in late 2001. The conference will be open to all Hungarian universities dealing with speech communication and applied argumentation. Dutch experts are expected to run discussion sessions during the conference for the Hungarian participants.

The Hague, January 25, 2001

The Minister of Education, Culture and Science of
the Netherlands



Drs. L.M.L.H.A. HERMANS

On behalf of the Minister of Education of the
Republic of Hungary



Prof. dr. A. GERGELY
Ambassador extraordinary and plenipotentiary of the
Republic of Hungary to the Netherlands

AGREEMENT

on the co-operation between the Ministry of Culture and Education of the Republic of Hungary and the Ministry of Education, Culture and Science of the Netherlands

The Ministry of Culture and Education of the Republic of Hungary and the Ministry of Education, Culture and Science of the Netherlands (the Parties),

BEING AWARE of the important role of education and training in society, especially in view of the foreseen accession of the Republic of Hungary to the European Union and the concurrent evolution from assistance to co-operation;

CONSIDERING the successful execution of the Memorandum of Understanding in the fields of training and education to the process of transformation of Hungary to a pluralistic and democratic society between the Ministry of Culture and Education of the Republic of Hungary and the Ministry of Education and Science (the Netherlands), which was undersigned on 25 November 1992 as well as the positive results of the concrete programmes which have been carried out in the framework of this Memorandum of Understanding;

REFERRING to the Cultural Treaty between the Republic of Hungary and the Netherlands, renewed on 13 February 1997, as the umbrella-agreement for the above-mentioned Memorandum of Understanding;

EMPHASIZING the importance of further developing the direct relationship between the Ministry of Culture and Education of the Republic of Hungary and the Ministry of Education, Culture and Science (the Netherlands);

DECIDE

Article 1

Parties will effectuate and develop the co-operation to their mutual benefit, aiming at continuity in their co-operative relationships.

Article 2

The Parties will develop co-operative programmes in the following priority areas:

- I. General Education and teacher Training
- II. Vocational education and training
- III. Higher education (including research at Universities and direct co-operation between institutes of higher education and the mobility of teachers and students)
- IV Knowledge-based Society and Life Long Learning

V. Quality assessment

VI. Information and Communication Technology in education.

Article 3

The Parties will continue to have groups of Hungarian students participate in the Advanced Studies Programme of the Netherlands Ministry of Education, Culture and Science.

Article 4

The Parties will continue to stimulate co-operative educational programmes, so as to promote a better mutual understanding of each other's language, literature and culture. In this respect reference is made to the responsibility of the Dutch Language Union (Nederlandse Taalunie) for promoting the Dutch language, literature and culture abroad, in casu the Republic of Hungary.

Article 5

The Parties will have the Hungarian-Dutch collaborative programmes implemented to the maximum extent through direct working relationships between the educational institutions themselves.

Article 6

The Parties will make use of additional (financial) instruments like the grants foreseen in the Cultural Treaty between the Republic of Hungary and the Netherlands, to support the co-operative programmes as outlined above.

Article 7

The Parties will stimulate the participation of Hungarian and Dutch educational institutes in the EU-programmes SOCRATES and LEONARDO.

Article 8

The Parties will stimulate international participation in the Hungarian-Dutch collaborative programmes and encourage the acquisition of international (co-)financing of the collaborative activities (other countries in Europe and Central Asia, the European Commission (PHARE), the World Bank, the Council of Europe etc.)

Article 9

The Joint Subcommittee, established on the basis of the Memorandum of Understanding of November 25, 1992, will continue to monitor the Hungarian-Dutch co-operation in education at all levels. The Joint Subcommittee will prepare, have implemented and monitor the bi-annual Joint Workplans for the Hungarian-Dutch co-operation in education, which are based on the principles laid down in this Agreement. The Joint Subcommittee will meet at least twice a year, alternately in the Republic of Hungary and the Netherlands.

Article 10

In the framework of this Agreement the Parties will co-operate under the following conditions:

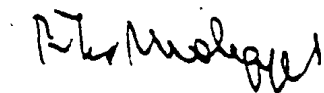
- the contributions from the Parties to the co-operative programmes developed under this Agreement, will be established per programme by the Parties, depending on the specifics of each programme. Overall, the Dutch Party will contribute about 90% of the total financial costs of the programme and the Hungarian Party about 10%.

Article 11

This Agreement will enter into force on the day of undersigning. It will remain in force for a period of 5 years. The Parties will have an evaluation of the Dutch-Hungarian co-operation in education carried out, to be completed at least 3 months before the date of expiry of this Agreement. On the basis of this evaluation the Parties will decide on the continuation of the co-operation in education and the modalities thereof.

Done in the Hague on 17 December 1997, threefold, one text in Dutch, one text in Hungarian, one text in English, all texts being authentic.

For the Ministry of Culture and Education
of the Republic of Hungary,



Dr. Péter Medgyes
Deputy State Secretary

The Minister of Education,
Culture and Science of the
Netherlands,



Dr. J.M.M. Ritzen
Minister