

# Hungary Country Report 2022

01-02.September INNLAC Meeting

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# Background

## Tempus Public Foundation (TPF)

non-profit organization established in 1996 by the Hungarian Government

international cooperation programmes and special projects in the field of education, training, and EU-related issues

the National Agency for Erasmus+ and other mobility programmes

operates under the supervision of and is financed by the Ministry of Technology and Industry,

TPF

supports **initiatives** aiming at the modernization and quality improvement of education, encourages **international cooperation and mobility**, and strengthens the European dimension in these fields.

manages a wide range of **scholarship and cooperation programmes**, such as the European Union's Erasmus+ and European Solidarity Corps programmes, the Central European Exchange Program for University Studies (CEEPUS), and the Hungarian Government's Stipendium Hungaricum scholarship, Student at Risk , ECML membership

serves as a **knowledge centre**, with thematic conferences and publications, knowledge-sharing platforms, joint actions with partner organizations, and specific trainings for teachers, educators, and programme participants.

# Hungarian secondary education

effective from  
01.09.2020

## Secondary education:

Public schools -vocational schools ( education and training)  
state maintainer- state maintainer, the church, or private  
school district- vocational training centre

1-2-3 Ls, general English, CLIL

1 language- ESP

## If you speak Ls:

Language exams( refund)

University entrance exam ( extra points)

Scholarship possibilities, partnership programmes

# Hungarian National Core Curriculum (NAT)

Since 2003, children have to start learning a FL in the 4th grade, unless they participate in a national or dual-language education. By the end of the 8th grade, at least level A2 according to the Common European Framework of Reference (CER) must be achieved, and by the end of secondary school studies, level B1 (intermediate graduation) must be achieved.

The second language is only compulsory from the 9th grade, in secondary schools, but not in vocational secondary schools. The difference may explain the relatively large variation in the general and vocational training paths in Hungarian secondary school language education (Key data, 2017).

Living and classical languages as a second language are optional. The prescribed mandatory minimum output level by the end of the 12th grade, is KER A2.

# Number of students who study languages in grade 10, 2021/2022

Language	First FL						Other FL						Total number of students 117 919	
	Secondary schools		Vocational schools		Total		Secondary schools		Vocational schools		Total			
	62 468		28225		90 693		23 432		3794		27 226			
English	43 793	70%	22 793	80%	66 586	74%	3 464	15%	869	23%	4 333	16%	70 919	60%
German	17 123	28%	5 352	19%	22 475	25%	10 522	45%	2 604	69%	13 126	49%	35 601	30%
French	692	1%	80	1%	772	0,8 %	3 182	14%	198	0,5%	3 380	12%	4 152	3,5%
Italian	316	0,05%	-		316	0,03%	3 571	15%	87	0,3%	3 658	13%	3 974	3,3%
Spanish	544	0,08%	-		544	0,05%	2 693	11%	36	0,09%	2 729	10%	3 273	2,7%



# Tendencies

Digital competence/ online materials on the website of Hungarian Education Authority

<https://www.oktatas.hu/>

Reasons for dropping out from schools

HE- language exams

Promote partnership programmes, ESP, research

# Foreign Language Measurement

## Digital measures in 2022

For foreign language measurement since 2014/2015.

students in the sixth and eighth grades of schools who have English or German as their first foreign language take part.

The Office of Education puts it this way, "the measurement examines whether the students reach the levels of the Common European Reference Framework (CER) prescribed for each grade in the curriculum requirements (6th grade A1, 8th grade: A2)."

The foreign language assessment - similar to the graduation exam - affects three skills in both grades,

one part of the assessment consists of tasks examining the comprehension of the read text and text creation, and the other part consists of tasks examining the comprehension of the text heard.

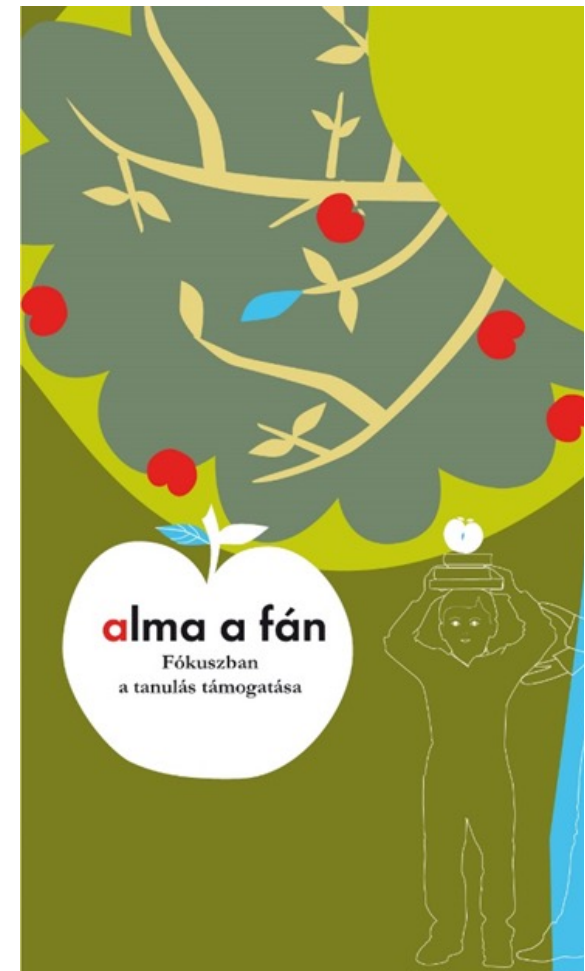


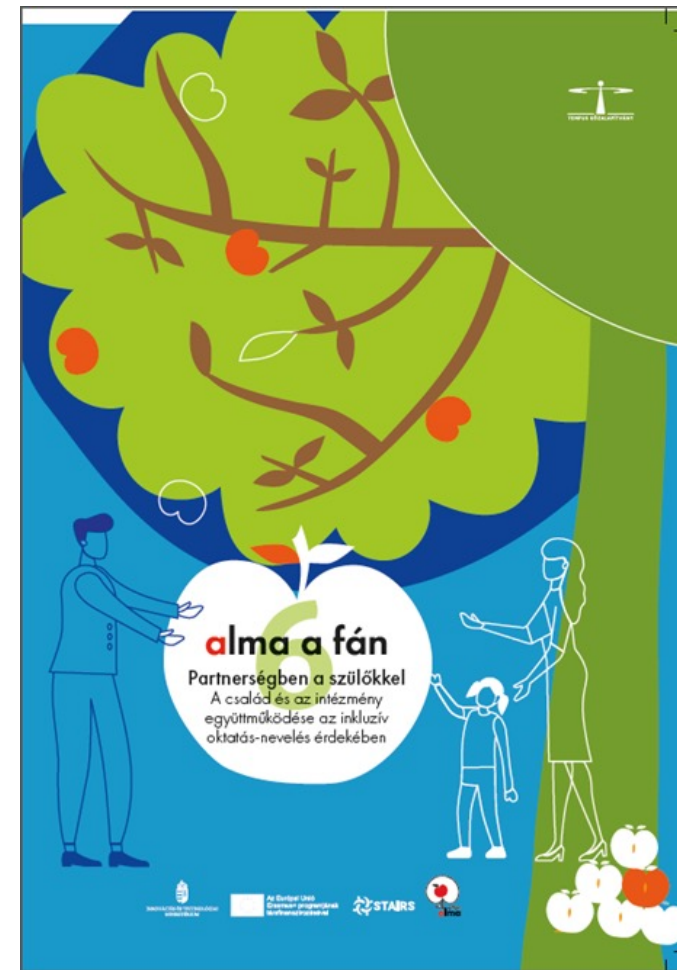
# INCLUSION - TRANSNATIONAL AL COOPERATION TO PROMOTE SOCIAL INCLUSION

How can we create an inclusive educational environment for each student? How can European good practices of social inclusion be adapted in Hungary? What makes an adaptation process successful?

The STAIRS (Stakeholders Together Adapting Ideas to Readjust Local Systems to Promote Inclusive Education) project focuses on rethinking the systems to support inclusive education, identifying and adapting good practices in the field of social inclusion across Europe and making the adaptation process itself more tangible.

The Tempus Public Foundation is the coordinator, and six other institutions (from 6 countries in total) are partners in the project, which started on 31 January 2019 and will end in summer 2022.





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TEMPUS PUBLIC FOUNDATION:  
<https://www.tka.hu/english>

[https://www.oktatas.hu/pub\\_bin/dload/sajtoszoba/nyelvoktatas\\_kutatasi\\_jelentes\\_2018.pdf](https://www.oktatas.hu/pub_bin/dload/sajtoszoba/nyelvoktatas_kutatasi_jelentes_2018.pdf)

