

**Table 1. National Information – Hungary**

	<b>EC-sector Infant/toddler centre (Bölcsőde)</b>	<b>Kindergarten (Óvoda)</b>	<b>Primary-school (Általános iskola Alsó tagozat)</b>
Age of children	0-3 years	3-8 years	6-10 years
Policy responsibility at central level	Ministry of Social Affairs	Ministry of Education and Culture	Ministry of Education and Culture
Operational responsibility at regional level (leave blank if not relevant)	-	-	-
Operational responsibility at local level	Local Authorities	Local Authorities	Local Authorities
% proportion of public, non profit and for-profit provision	Public: 95 % Non profit and For profit: together: 5 %	Public: 95% Non profit (ecclesiastical): 3% For profit (other): 2%	Public: 91% Non profit (ecclesiastical): 6% For profit (other): 3%
Levels of access – what percentage of children in the age group attend	10 %	3-4 years: 75 % 4-5 years: 85 % 5-6 years: 95 %	About 100 %
Annual public funding per child	8100 EUR state: 40 % local government: 50% parents:10 %	8000 EUR	8000EUR state: 50-70 % Local governments, churches, private foundations: 30-50%
Average hours of attendance per day of children	No data, about 9 hours	9 hours	Lessons: 1-3. classes: 4 hours/days 4-6 classes: 5 hours/days
Do national or regional curricula or guidelines exist	Yes <i>The Hungarian Core Programme for Childcare 2008.</i>	Yes <i>The Hungarian Core Programme of Kindergarten Education 1996.</i>	Yes <i>Hungarian National Core Curriculum</i> <i>Entered in force: 1998</i> <i>Framework Curriculum</i> <i>Local Syllabus</i>
Do the curricula include guidelines concerning transitions or continuity	Yes	Yes	Yes

How would you describe the continuities that exist between early years and primary schools.	Could be greatly improved		
What is the relationship between ECEC staff and primary school staff? Close, distant, very distant	<p><i>In generally:</i></p> <p><i>There are no specific arrangements</i></p> <p><i>Continuities could be greatly improved</i></p> <p>Infant centre staff with Kindergarten staff: <i>It depends on personal relationships, but in most cases it is distant because they work in different locations and do not have many opportunities to communicate and collaborate.</i></p> <p>Kindergarten staff with Primary School staff: <i>It depends on personal relationships, but in most cases it is distant because they work in different locations and do not have many opportunities to communicate and collaborate.</i></p>		
Do the curricula include guidelines concerning emergent literacy	no Related to language competences, Nursery rhymes, story telling,	no Related to language competences, Nursery rhymes, story telling	yes Reading and writing skills are part of the curriculum
Job titles of lead contact staff and assistant staff involved (please provide original language title and a literal translation)	Lead contact staff: <i>Childcare worker (gondozónő)</i> Assistant staff: <i>technical assistant (technikai dolgozó)</i>	Lead contact staff: <i>kindergarten pedagogue (Óvodapedagógus)</i> Assistant staff: <i>kindergarten assistant (dajka)</i>	Lead contact staff: <i>Primary school teacher (tanító)</i> Assistant staff: -
Length and level of initial training of lead staff and assistant staff	Lead contact staff: <i>2 years upper medium level</i> Assistant staff: <i>There is not compulsory course</i>	Lead contact staff: <i>3 years tertiary level at teacher training college</i> <i>Pre-2008: Diploma</i> <i>Since 2008: Bachelor</i> Assistant staff: <i>1993-2005: Compulsory in-service course of three months</i> <i>Post-2006: Compulsory in-service course of 600hours</i> <i>Award: Certificate as Kindergarten Assistant</i>	Lead contact staff: <i>4 years training at teacher training college</i> <i>Pre-2008: Diploma</i> <i>Since 2008: Bachelor</i> Assistant staff: -
Days per year entitlement to in-service training of each category	No fixed days, 60-80 credit points pro 5 years /it depends on the level of the qualification	No fixed days Not defined in contract	No fixed days

% of lead staff with graduate training as a proportion of all staff	About 70-80 % (It is impossible to say exactly because of changing of the training level)	67% with graduate	About 80%
What is your opinion of the suitability of staff in terms of qualifications, experience and motivation for development	Lead contact staff: <i>In general the educated staff are well qualified, have a good deal of experience and most have a high motivation for development.</i>  Assistant staff:	Lead contact staff: <i>In general the educated staff are well qualified, have a good deal of experience and most have a high motivation for development.</i>  Assistant staff: <i>Most do not have formal qualifications, but during years they have appropriated practical skills and many also show interest for further development.</i>	Lead contact staff: <i>In general the educated staff are well qualified, have a good deal of experience and most have a high motivation for development.</i>  Assistant staff: -
Average number of children per teacher, e.g. 10:1	10:2	22:2	25-30:1
Salaries of teachers per annum in Euros	6400 EUR before 3440 EUR after tax	8000EUR before 4100EUR after tax	8800EUR before 4400EUR after tax
Required working hours per week	40 hours contact time: 35 hours for the administration: 5 hours	32 hours per week	22 hours per week
Occupational status of ECEC staff high, medium, low	Lead contact staff: <i>low</i> Assistant staff: low	Lead contact staff: <i>medium</i> Assistant staff: <i>low</i>	Lead contact staff: <i>medium</i>

**Table 1. Curriculum features across the countries**

Country	Curriculum name	Age group covered	Author and responsible levels	Main content orientations	Literacy orientation	Open framework or adult-driven	Other initiative related to Curriculum	Curriculum implementation features	Assessment process
Hungary	The Hungarian Core programme for Childcare 2008	20 weeks - 3 years	Ministry of Social Affairs	Comprehensive personal development -Social competence, emotional development -Language Competence -Body and movement, health	Related to language competences, Nursery rhymes, story telling,	Open			Mainly observation the children in different situation, "Tabelle of development"
	2. The Hungarian Core Programme of Kindergarten Education 1996.	3-8	Ministry of Education and Culture	Comprehensive personal development -Social competence -Language Competence Body and movement -Nature and nature phenomena - Cultural mode of expression	No explicit literacy orientation but activities integrated in everyday life. Books and storytelling are central aspects of literacy development.	Open	Development of curricula is in progress		Mainly portfolio but it depends on the local programme
	3. Hungarian National Core Curriculum 1998.	6-10	Ministry of Education and Culture	Social skills, Reading, Writing, Bases of Mathematical and Natural Science	Reading and writing skills are part of the curriculum	Open			Mainly portfolio but it depends on the local syllabus.