

## Chapter 1 : [Hungary] A Successful Kindergarten Model in Hungary - Projects

*The article gives an overview of the main features of early childhood education and care (ECEC) services for children in Hungary, tracing their history and outlining some of the challenges. Hungary, as a member of the European Union, is expected to meet the Lisbon and the Barcelona targets related.*

Education population and language of instruction Hungary is located in the heart of Central-Eastern Europe. This landlocked country is bordered on the North by Slovakia, on the east by the Ukraine and Romania, on the south by Serbia and Croatia and on the west by Slovenia and Austria. The population of the Republic of Hungary slightly exceeds ten million. The official language is Hungarian magyar. The official language of instruction is Hungarian, but a number of ethnic and national minorities have minority educational institutions with their own languages as first or second language of instruction at primary and secondary level of teaching. The provision of minority education - similarly to mainstream education - is the task of the maintainer, which, in most cases is the local government. Brief description of the Hungarian educational system Education is compulsory up to the age of Vocational studies may not be commenced before the age of 16, up to which pupils are to acquire fundamental education. Administrative control In Hungary early childhood education and care ECEC is split system-wise into childcare and early childhood education. Whereas the Secretariat of Education of the Ministry of National Resources has responsibility for the early education and care of children years, which is seen as the first stage of public education kindergarten. Vertically, the administrative control is decentralized and the managing responsibility is shared among the central national, the local regional and the institutional levels. The local governments administer pre-primary, primary and secondary education. The different establishments enjoy a fair degree of decision-making autonomy not only in terms of organization and functioning but also with regard to their budgets. As regards public education pre-school education, primary, secondary school based general and vocational education the financial support is supplied by the annual State budget enacted by the Parliament. Local governments and other school maintainers i. Churches, private foundations, usually have to complement the central budget support. Vertically, the administration of education and training institutions is largely decentralized. Local authorities, whose number is over three thousand, are not simply responsible for the management of the public education institutions operating within their administrative area, but make decisions on financial and human resources i. In this study we will discuss early childhood education - kindergartens. Early childhood education in Hungary 4. Brief history of kindergartens The first official kindergarten was established in Hungary in and was the first kindergarten in Central Europe. Through the first half of the 19th century kindergartens were operated as pre-school institutions with a strong emphasis on education with only a secondary emphasis on play. By already, more than a quarter of year old children were in kindergarten. There was little expansion over the next decades with only a third of children in kindergartens in In , kindergartens were nationalized. They were increasingly seen as providing places for children as more women began working in the paid labor force. In curriculum, more emphasis was placed on preparing children for school. By the number of children attending kindergarten had doubled with a total of kindergartens in operation. With the transition to democratic government after , kindergarten operation and responsibility shifted to the local governments and most kindergartens operated formerly by industry were closed. In the Public Education Act, kindergarten was recognized as an official part of the education system and was given the same status as elementary and secondary education in Hungary. Attendance at kindergarten was made compulsory for all children beginning in the fall of the calendar year in which they become 5 years of age. Current status of kindergarten This educational level is considered as a crucially important integrated part of the school system. It caters for children from 3 to 7 years of age. Participation in pre-primary education at this level is optional, except for the final year beyond age 5, which is compulsory. Compulsory primary education begins at age 6, but all 5-year olds must attend kindergarten and need a kindergarten certificate before enrolling in a general school. Eligibility to enter mainstream primary education is therefore determined by prior kindergarten enrolment: Because of these conditions, many 6-year-old children remain in kindergarten, while other 6 year olds will already be in primary school. Number

of kindergarten pedagogues: Since about 1990, the number of children served has remained relatively constant with some reduction reflecting the lowering birth rate in the country. A few kindergartens are operated by churches 84%, by private foundations or individuals 16%, the central government 33% or others. Kindergartens are financed through a combination of national and local funds. The state provides normative grants to cover the costs of kindergarten services, which are determined in the Act on Public Education as a core of basic tasks that need to be fulfilled. Free compulsory education is guaranteed by law. However, private institutions may set a tuition fee. Public-sector institutions may only charge for services additional to their basic tasks, including for example extra-curricular activities, meals, excursions, etc. Twenty-five children per group is seen as the maximum desirable for kindergarten education in Hungary, but about two of every five kindergartens exceed this number. In recent years, with fewer numbers of children attending, the education authorities have chosen to reduce the number of kindergarten classes rather than to bring class size in line with recommended maximum size. Significant features of kindergarten all over Hungary are local autonomy and responsiveness to parental needs. Local agencies and schools have the possibility to adapt to their local circumstances one of the 15 approved programs from the national database, etc. At the same time, the National Core Program for Kindergarten Education is a regulatory document, and all other programs must include the values, contents and approaches outlined there. Again, programs are typically open for a full working day to make accommodations for families in which both parents or a single parent work. Parents are asked to pay for meals, but low-income families are exempted from this requirement. Those children in kindergarten who are eligible for supplemental child protection allowance receive free meals since September. Curricular control and content Detailed guidelines for the operation of kindergarten programs exist in the National Core Program for Kindergarten Education. School-based program for children aged 3-6 includes basic skills development, pre-reading, drawing, singing and school preparation. Children are assessed by the kindergarten teachers throughout the school year. They are helped by kindergarten assistants who provide support to the kindergarten pedagogues in the operation of the kindergarten class. The assistants do not have to have a secondary education and are able, but not required, to take a specialist examination. In over ten percent of kindergartens foreign language mostly English or German teaching is part of the curriculum. All kindergartens are operated by professionally qualified staff and are able to ensure the well-being and global development of the child, including cognitive and social development according to age and to integrate children at risk as early as possible into full-day, tailored programs based on family outreach and community building. The kindergarten has had for years an active and child-centered methodology, with a strong grasp of how cognitive skills are developed in young children. A global approach to development and competencies is generally applied. Kindergarten professionals are able to address needs of children who have learning disabilities, difficulties in vision or hearing impairments, or a tendency toward dyslexia. If such needs are identified early then special experts are placed at their disposal. The social dimensions of kindergarten education have been long recognized. Early childhood services have consistently aimed at the balanced development of young children, placing an emphasis on the acquisition of social and learning skills rather than on rote learning and subject knowledge. Initial training for kindergarten teachers is generally recognized to be of high quality, and delivers a tertiary level degree to kindergarten pedagogues. In-service training is strong and regular: The in-service training obligation of teachers is carried out on the basis of a 5 years institutional in-service training plan, which allows kindergarten to plan both the training budget and teacher substitutions as well. The Pedagogical Centre for Further Education Methodology and Information, the county pedagogical institutes and other educational service providers, private as well as public, offer in-service courses for kindergarten teachers. In the kindergarten sector, quality assurance and assessment are equally comprehensive. Responsibility for quality assurance is assigned at three levels: The head and staff of each kindergarten are expected to provide comprehensive documentation on management, the programs in use and on the progress of each child. The Ministry provides support to kindergartens to engage in self-evaluation procedures and to determine for themselves what support, training and certification they need. If the parents of 8 minority children so request, the local authority is required to organize a special minority class or study group. A total of almost 20,000 children are enrolled in ethnic kindergartens, which represents about 5%. Minority children may

receive instruction in their mother tongue, in Hungarian or both in their mother tongue and Hungarian. The regulations recommend that external evaluations carried out in kindergartens providing for national and ethnic minorities should be made in the language of the group, or at least include an expert speaking the language. The results must be communicated to the relevant minority local government and to the national minority government. Kindergartens with minority children can claim special normative grants for language, or in the case of Roma, for the transmission of Roma culture, the fostering of traditions, or for compensatory Hungarian language activities. They are eligible for normative grants attached to children from disadvantaged backgrounds, and can claim grants for integrated education. This ratio could be ideally increased if certain conditions could be improved. Improving access for children in under-served rural settlements Kindergarten shortages appear in the rural areas of Hungary. There are efforts to support these settlements by organizing bus-commuting for children to greater settlements or to encourage the establishment of kindergartens commonly operated by more communities. Segregated programs for children with disabilities have a long history in Hungary as in many other parts of the world. This long tradition of segregated education seems to be particularly difficult to overcome despite the expressed aims of public policy and committed practitioners. The revisions to the Public Education Act gave an impetus, however, to provision for children with special needs in kindergartens: The pressure to receive children with disabilities is increasing, and their numbers in kindergartens have tripled in the past 10 years. In spite of the efforts and administrative measures still more than half of children with disabilities do not attend kindergarten. A network of 8 large special residential kindergartens operates in major towns as well as 50 smaller kindergartens throughout the country. There are also day and residential special kindergartens for children with visual and hearing impairments, severe speech and mobility disabilities. Transition from both integrated and special kindergarten to primary education proves difficult for children with disabilities and most of them will continue in special education with the associated stigma and disadvantages. A system of early development and consulting services has been established since There are presently approximately centers throughout the country employing some experts to help approximately families caring for a child with a disability at home. The situation is improving gradually, but still too few children with special needs are being served in an inclusive way with other children. Experts agree that reaching these children early is critical to their long-term well being. ECEC for Roma children Explicit policy efforts and a number of practical measures of legal, administrative as well as financial character aimed at improving access to quality education of children with multiple social disadvantages and reducing latent and deliberate segregation practices in education, mostly affecting children of Roma origin, have so far produced modest results. Real improvements are being recorded in Roma enrolment but there are still serious barriers to be overcome - linked to history, employment and socio-economic status - both from within the Roma community and from without. Over a quarter of all children in kindergarten are 6 years or older, a large proportion of whom are Roma children.

*The theoretical conceptions of the child and the socialization processes involved in a socialist pedagogical theory are described in this monograph on early child care in Hungary. In emphasizing the partnership between family and state in the care of the young child, this book traces the central.*

About Environment Rating Scales There are four environment rating scales, each designed for a different segment of the early childhood field. A thorough revision of the ECERS, designed to assess group programs for preschool-kindergarten aged children, from 2 through 5 years of age. Total scale consists of 43 items. Also available in Spanish. Total scale consists of 39 items. Total scale consists of 38 items. Designed to assess before and after school group care programs for school-age children, 5 to 12 years of age. The total scale consists of 49 items, including 6 supplementary items for programs enrolling children with disabilities. Each one of the scales has items to evaluate: The scales are suitable for use in evaluating inclusive and culturally diverse programs. The scales have proven reliability and validity. Our scales are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. In order to provide care and education that will permit children to experience a high quality of life while helping them develop their abilities, a quality program must provide for the three basic needs all children have: Protection of their health and safety Building positive relationships Opportunities for stimulation and learning from experience No one component is more or less important than the others, nor can one substitute for another. It takes all three to create quality care. These are the key aspects of process quality that are included in our environmental rating scales. Our scales define environment in a broad sense and guide the observer to assess the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions including language that occur in the classroom, and the schedule of the day, including routines and activities. The support offered to parents and staff is also included. All of our scales have been developed in close collaboration with realistic field-based sites. They have good interrater reliability and validity, thus making them suitable for research and program evaluation, as well as program improvement efforts. In all of these studies, a relationship was found between higher scores on the ECERS and more positive child development outcomes in areas that are considered important for later school success. Research is continuing to evaluate longer-lasting effects. They have been proven reliable and valid in each country with relatively minor adaptations. No doubt there are cultural differences among these various countries, yet each of these countries adheres to a core set of child development goals and early childhood practices common to most modern industrialized countries Tietze, et al, This provides evidence that children from many backgrounds require similar inputs for success in developmental areas valued in western industrialized countries. The Environmental Rating Scales in Program Improvement Since the use of the environmental rating scales in research has been well documented in the literature, it is important to describe here some of the current uses of our scales in program improvement efforts in the US and in other countries. The scales are used in a variety of ways including for self-assessment by center staff, preparation for accreditation, and voluntary improvement efforts by licensing or other agencies. For example, in the United States: The state of Arkansas has trained personnel, who do assessments and provide training and technical assistance so that child care centers and homes can increase their quality of care. The Federal money allotments for improving child care are linked to measurable program improvement on the scales. Another innovative feature of the Arkansas program is that parents who select child care facilities with an average of 4. Thus both parents and providers are being rewarded for quality improvements that benefit the children. The state of Colorado uses the scales in a variety of program improvement and evaluation projects. For example, Denver has a quality improvement program that uses on site consultation and training based on scale scores. Many of the centers participating in this program serve poor and minority children and their families. The state of Colorado is currently considering a

tiered reimbursement system using the scales. North Carolina also currently uses scale scores as part of their 5 star rated license system. Centers and family child care homes are awarded either one or two stars based on compliance with licensing standards. Programs may voluntarily apply for an additional three stars based on a set of quality measures including the licensing compliance record, teacher and director education, and the levels of process quality as measured by the appropriate environmental scale. Only the lowest level of licensing is mandatory. However, an additional fee is paid to the provider of subsidized care for each additional star earned voluntarily. The Oklahoma 3 star tiered license incorporates an evaluation with the scales in the second tier as a basis for quality improvement, and provides technical assistance based on scores for meeting accreditation standards. Tiered reimbursement is a part of this system. In their system, however, program evaluation is not voluntary, but is required yearly to create a "Report Card" that must be posted with the license so child care consumers have access to reliable information on the quality of child care they are using for their children. Tiered reimbursement will also be tied to scores on the scale. Each state is tailoring its use of the scales to its individual needs and resources. All the US military services have been using the scales routinely in their center and family child care homes for program improvement and monitoring. The military child development system was recognized by Executive Order in for its high quality. The District of Columbia uses the scales as a basis for technical assistance in child care centers and family child care homes in their Quality Care for Children Initiative, which provides on-site multi-visit consultation services. Our environmental rating scales are widely used by programs as they prepare for accreditation. This is due to the fact that our scales use a format with detailed levels of quality that provides a blueprint for gradual change. The content of our scales is completely supportive of the various credentialing and accreditation programs. Use of our scales in foreign countries, either in translation or in the original version, has been increasing rapidly. Examples of use are: In Canada, the scales are available in both English and French. In many of the provinces, they are used as a voluntary part of the licensing visit. The license is given for compliance with a licensing checklist, mainly composed of health and safety items. During the visit, the licensing consultant also completes one of our rating scales and, with the voluntary cooperation of the caregiver, sets improvement goals for the program. The scales are used over a longer period in intensive consultation with programs that show problems during the licensing visit. In Stockholm, the staff working together in a classroom independently completes one subscale of the scale each month, then discusses their scores under the leadership of their head teacher, who is a fully trained preschool teacher. The staff makes and carries out its own improvement plans. Another program in the Gothenburg area uses preschool teachers as mentors for other programs. In Germany, the scales are presently being used by individual cities to evaluate the quality of child care and kindergarten programs. Reports are provided to administrative agencies and to center staff, as a basis for program improvement planning. In addition, the scales are being considered as part of a program accreditation system. Related Work The development of instruments to measure the quality of early childhood programs has been a major part of the work of the authors of these scales. In addition to our own scales, we have developed, in close collaboration with the sponsoring agencies, the following instruments for the field:

### Chapter 3 : About Environment Rating Scales | Environment Rating Scales

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

Biography[ edit ] Gerber was born in Budapest , Hungary. She received a degree in linguistics at the Sorbonne in Paris. Magda met Pikler in her role as a pediatrician for the local families of Budapest. Gerber worked as an interpreter at the American Embassy in Vienna until when the family emigrated to the United States. She claimed that her magic was closely observing the children and expecting only what they could do. The program encouraged children to learn problem solving skills through play and foster self-confidence. When a child can handle the situation, the light is green and the adult does not need to intervene. This is done in a calm, non-judgmental way. It might also include physically blocking the child from causing harm. When there is a situation where the child may not be able to manage on their own, the adult can respond to this as an amber light situation. The adult would come close to observe the situation, and be ready to act. Gerber believed that babies are whole, competent beings from birth and should be treated as such. Gerber states in her book "Dear Parent: Caring for infants with respect" that, "We not only respect babies, we demonstrate our respect every time we interact with them. Respecting a child means treating even the youngest infant as a unique human being, not as an object. An environment for the child that is physically safe, cognitively challenging and emotionally nurturing. Time for uninterrupted play. Freedom to explore and interact with other infants. Involvement of the child in all care-giving activities to allow the child to be an active participant rather than a passive recipient. Sensitive observation of the child in order to understand her needs. Consistency and clearly defined limits and expectations to develop discipline. In she wrote Your Self-Confident Baby:

## Chapter 4 : Emmi Pikler - Wikipedia

*Early Childhood Education and Care: Early Childhood Education and Care: Care: Specificities of the Hungarian System*  
PLA background paper for the EU Thematic Working Group on Early Childhood.

Life[ edit ] Emmi Pikler was born in and spent her early childhood in Vienna. She was the only child of a Viennese kindergarten teacher and a Hungarian craftsman. In her parents moved to Budapest. When Pikler was 12 years old, her mother died. She returned to Vienna to study Medicine, where she received her medical degree in They decided together, at the birth of her first child, to allow the child freedom of movement and to await her development patiently. At first they lived in Trieste and later in Budapest. In Pikler qualified as a pediatrician in Hungary. Their goal was to promote the healthy development of the child. From the experience with her daughter, she knew that a child must not be stimulated to movement and to games and that every detail in dealing with the child and their environment is important. Pikler wrote and gave lectures about the care and upbringing of infants and young children. She published her first book for parents in and it went through several editions in Hungary and other countries. The ten years that she worked as a family doctor were difficult for them not only because the family was Jewish, but also because her husband was in prison for political reasons from to With the help of the parents of the children she cared for, she and her family survived the persecution of Jews during World War II. After the war she gave birth to two more children. She did not open her private practice again, but worked for a national association for abandoned and malnourished children. She sought to establish a comforting atmosphere, including careful selection of the staff, to allow children at the orphanage to grow up without the usual institutional damage. Gindler and Jacoby explained that traditional infant and early childhood education damaged the initiative of children and stunted their development. In the last years of her life she received in Hungary and other countries. In Pikler died after a short but severe illness. Findings, articles and lectures. Peaceful baby - happy mothers. Pedagogical advice of a pediatrician.

## Chapter 5 : Magda Gerber - Wikipedia

*early child care in hungary* Download *early child care in hungary* or read online here in PDF or EPUB. Please click button to get *early child care in hungary* book now. All books are in clear copy here, and all files are secure so don't worry about it.

## Chapter 6 : Find Child Care / Early Learning | Washington State Department of Children, Youth, and Families

*Journal of Early Childhood Research* 9(3) ECEC, including parental leave benefits and the age-based system of nurseries and kindergartens. Moving to a microscopic lens, we present and discuss findings from a Hungarian national survey.

## Chapter 7 : Statistics | At a glance: Hungary | UNICEF

*Summary: In Hungary early childhood education and care (ECEC) is split system-wise into childcare (from childbirth to 3 years of age) and early childhood education (from 3 to 6/7 years of age).*