

# THE MISSION-DRIVEN RESPONSIBILITY OF THE CHRISTIAN EDUCATION IN HUNGARY IN THE LIGHT OF FREEDOM OF RELIGION AND EDUCATION

Contribution to the conference

FREEDOM OF RELIGION & EDUCATION

*Different European perspectives*

12-14 September 2018

*Apeldoorn, the Netherlands*

*A B S T R A C T*

**Tibor Ábrám**

*vice president*

*Synod of the Reformed Church in Hungary*

In Hungary we are getting close to the 30th anniversary of our „new freedom for religion and christian education”. During the communist time we had an “oppressed freedom” of religion and no freedom of education, only with 9 remaining “showcase” christian schools, 8 roman catholic, 1 reformed, no lutheran schools left. Before 1948 more than 65% of the schools were belonging to the and runned by the churches. In my contribution I will focus only on freedom of (christian) education.

*The unexpected “new freedom”*

The new freedom for religion and education came unexpectedly, and the churches were not prepared to take the mission-driven responsibility of the “freedom for religion and education”. The possibility to revitalise the church communities and to restart the christian education has occurred in the same time, without of a clear focus on the priorities.

The restarted school system was strategicaly not well planned, the christian school-owner churches were professionally not prepared to run schools, and therefore instead of internal mission they were setting inadecvate goals for the schools: to take the responsibility of revitalisation of the church. Possibly in a short time.

*The freedom without mission(christian value)-driven responsibility leads to anarchy*

The development of christian school system was a multivariate function of the social environment (needs of the society) (a), the political environment (b), and the professional

church-environment (c). The (a) is a constantly and significantly increasing variable. The society in the first 10 years has incorporated the new type of schools, and seeking a significant increase not only in IQ, but even in social and spiritual capital the need for christian schools is increasing in Hungary.

The (b) highly depends on the governing political party. See fig. 1. and fig 2. showing the number of primary and highschools during two different governing political parties. Between 2002-2010 the governing political coalition was not supportive for christian education. After 2010 the governing political coalition is highly supporting the christian education in Hungary.

The (c) is in the first 15 years a moderate increasing (legislation, structure, professional institutions) function, in the last 5 years a more rapidly increasing function.

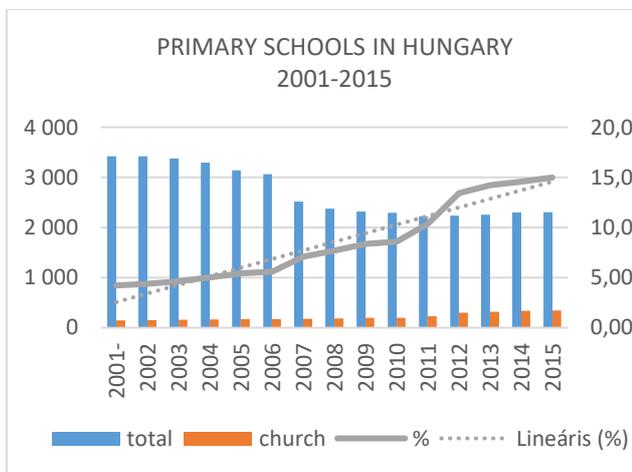


fig. 1. Primary schools in Hungary, 2001-2015

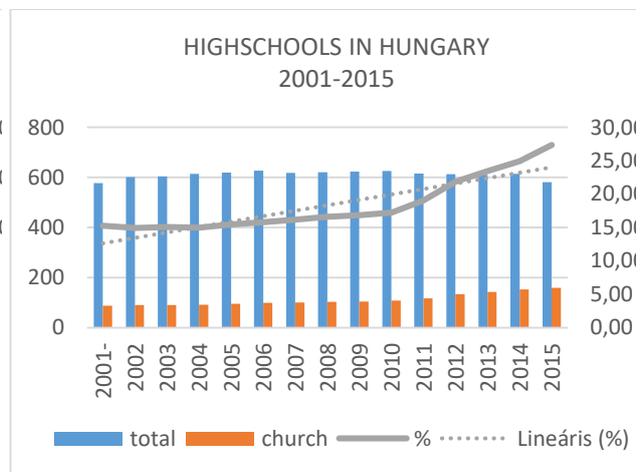
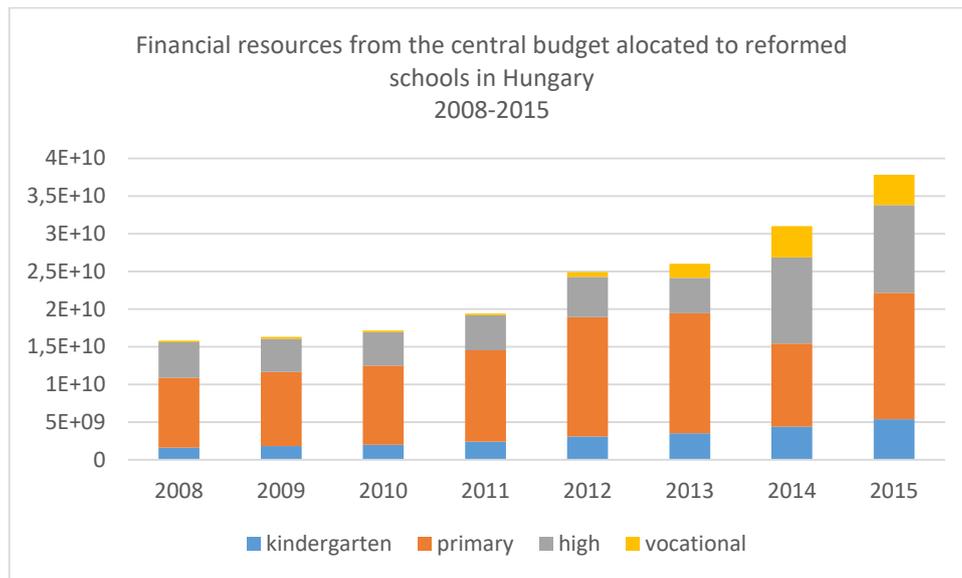


fig. 2. Highschools in Hungary, 2001-2015

*The freedom alone – isn't enough – you need a coherent (a), (b), (c) and 2R (responsibility and resources)*

- (a) the need is increasing – the people are opened for christian values, searching a school with a high social capital for their children.
- (b) is supportive – the actualy government is a christian-democratic one.
  1. Finances – equal financial support with the state schools
  2. Support for developing a Bible based curriculum and resources (3million Euro)
  3. Building kindergarten in the Reformed Church (support for Hungary, Slovakia, Rumania) (Hungary 10million Euro)
  4. Founds for developing (among the state schools) christian schools the example of my own school from Miskolc, Hungary (5million Euro for swimming pool and gym)
- (c) now developing the “School-system development strategy of the Reformed Church in Hungary) including even the R (responsibility)

*Why the actualy government is supporting the christian education and the christian communities?*



*fig. 3. Financial resources from the central budget allocated to reformed schools in Hungary, 2008-2015*

Note: All the database used in this abstract are form official government and State Statistical Office resources

The actualy political governing coalition is a christian-democratic one. They know that for the well-functioning of a society we need financial capital, but more important a social and a spiritual capital. During the communist time te erosion of the social capital was high. We have to rebuild it. (mutual trust, values, cooperation, etc). The churches, and the church schools has a higher potential in generating social and spiritual capital. The government cannot create/generate social capital by itself intruments. They need as strategic partners those communities whit a high efficiency in creating social, and spiritual capital. That's why they support the christian communities and schools.

*Conclusion:*

1. In Hungary we have (supported) freedom of religion and (supported) freedom of (christian) education
2. The ratio of christian schools becoming to be significant in the school system (primary 17%, high 25%)
3. School system development strategy for the Reformed Church in Hungary