

Parliamentary Resolution
Number 126/2008. (XII. 4.) OGY

on the adoption of the National Talent Programme, the financing principles of the National Talent Programme and the principles of the establishment and operation of the National Talent Co-ordination Board

Considering that it is a priority interest and task of the entire nation to provide continuous support to talented persons, the Parliament has adopted the following resolution:

1. The Parliament has adopted the National Talent Programme representing *Annex No. 1* of this Resolution.
2. The Parliament has agreed that the Government shall execute the financing of the National Talent Programme on the basis of the principles defined under *Annex No. 2* of this Resolution.
3. The Parliament has agreed that the Government shall execute the establishment and operation of the National Co-ordination Board along the principles defined under *Annex No. 3* of this Resolution.
4. In accordance with Parliamentary Resolution No. 78/2008. (VI. 13.) OGY, the Parliament asks the Government to inform it bi-annually of the execution of the National Talent Programme; the utilisation of the National Talent Fund appropriation to be created among the chapter-managed appropriations of the ministry responsible for education – hereinafter, the National Talent Fund –, and the operation of the National Co-ordination Board.

NATIONAL TALENT PROGRAMME

1. JUSTIFICATION OF THE PROGRAMME – TALENT SUPPORT IS A NATIONAL ISSUE

Economic progress in Hungary can be realised through the development of the knowledge- and skills-intensive branches. It is crucial for the development of these branches whether the youth capable of outstanding achievements in the knowledge and skills area concerned, the talents, can emerge; whether their talent can unfold and be put to use; whether the talents are provided adequate and continuous support throughout their career and whether, as a result of the foregoing, the country will be able to retain its most excellent talents.

The identification of talent and its continuous development provides the talented youth a unique chance to break out and achieve success. Talents have become a key factor determining the competitiveness of a given country. For this reason, among other things, talent identification is not only the private matter of the talents themselves and their families, but a national issue, since in addition to its direct benefits; talent utilisation creates extra opportunities for the entire nation through the development and attraction of the most competitive production. Consequently, the national talent support programme is at the same time also an economic, opportunity-enhancing and society-building programme.

The complex forms of talent support fit organically the efforts to renew Hungarian public and higher education; to spread competence-based education which takes into consideration also the individual learning specifics. Talent support and development contribute equally to career orientation and its success; to the stimulation and spread of innovation and creativity, to economic growth, to enhanced competitiveness, to the narrowing of the opportunity gaps, to increased social mobility, to overcome disadvantages and to improve the cohesion of the small regions and of society overall. The National Talent Programme plays a model role and creates value in the employment strategy, and it may represent a breakout point in the development of the .

Talent support does not stop at the frontiers. The understanding and utilisation of the traditions of talent supporters of ethnic Hungarians and continuous co-operation with cross-border initiatives make talent support a national issue also in this sense.

Talent support results achieved so far and further results expected during the implementation of the National Talent Programme represent experience of outstanding value not only for Hungary, but also for the European Union as a whole, adaptable also in other countries, the dissemination of which will raise the international prestige of the country.

2. GENERAL PRINCIPLES

2. 1. Long-term approach

Talent support in the traditional sense generally covers the period from early childhood to the initial phases of engagement in work and of talent utilisation (~ age 35). That is, it is a task embracing a whole generation even in this strict sense.

Talent support is a series of watershed events and as such it implies enormous responsibility also for the talent supporter. A child entering a talent support programme at age 6 cannot, must not, be

left to his/her own resources after the accomplishment of several selection cycles, at age 10 or 14, with the words “That’s the end of the programme; from now on, you must get along yourself”. For this reason, the National Talent Programme thinks in terms of a perspective of 20 years, and expresses its strategic and comprehensive goals specified under Point 4 below on that time scale.

With the adoption of the National Talent Programme, Parliament has provided an outstanding opportunity for talent support development from 2008 to 2028, for 20 years, and opened the way for the long-term continuous and secure support of the youth endowed with talent.

Although the strategic and comprehensive goals of talent support are constant, its target areas as defined under Point 4. 3. and the related tasks may be altered from time to time. Parliament shall implement such modifications – while leaving the priority position and fundamental goal system of talent support unchanged – during the periodic bi-annual review of the National Talent Programme.

2. 2. The principle of value preservation

The preservation of the many excellent traditions of the talent support programmes of the institutions of education and training, the State, the municipalities, the Churches and the civil sector is a social task of extraordinary importance. Effective talent support covers decade-long periods in the life of a talented young person. If the traditions preserved in the successful programmes are allowed to wither or if they are re-shuffled without adequate consideration, that may break the development of many unfolding careers.

2. 3. The principle of diversity

No unique, exclusive, talent support programme has emerged anywhere. Talent is – as described also under Point 2. 1. above – highly complex and hence its development requires diverse programmes. Further diversity components are provided by the age, cultural and social background and the talent, commitment and motivation levels of the talented youth. Therefore, the diversity of the talent support programmes represents value not only in terms of the survival of the programme system under the changing circumstances: it would be inconceivable to receive the talented youth and to provide them versatile support matching their development phases without it. That is, as far as the talent support programmes are concerned, standardisation not only does not increase efficiency but, on the contrary, it is conducive to the depreciation of the programme system. Thus, paradoxically, efficiency in the area of talent support can be achieved only through extra resources allocated to diverse and thus often unique programmes – implying high unit costs.

2. 4. The principle of equal opportunity

It is imperative to provide equal access to all to the talent support programmes; to make their admittance criteria public and admittance controllable. It is of priority importance to ensure the territorial equality of access to the programmes. Special attention shall be devoted to the involvement of persons in a disadvantageous or multiply disadvantageous situation, the Roma students, persons with disabilities and talented young persons living in the more deprived small regions.

2. 5. The principle of continuity and transition

Talent support is a long process lasting over a major part of one’s career. In the meantime, the needs of the talented young person undergo continuous changes (parallel with the development of his/her talent, age and circumstances of living), which often justify his/her inclusion in a different kind of talent support programme after a while. Many young people have several specific talents in

parallel. Often, participation in several and, optimally, consecutive, programmes is needed to decide which type of talent is most worthy of development. Special attention shall be paid to the change-over from one talent support programme to at the time of life phase transitions (e.g. kindergarten – school; primary school – vocational school – secondary school; secondary school – higher education; school –workplace), and changes of one’s place of residence. The talent support areas (e.g. science, crafts, arts, sports) shall be co-ordinated much more forcefully than before.

2. 6. The principle of selection – self-selection and self-development

The talented youth are recognised, especially in early childhood, by their environment, which provides them extra opportunities to unfold their talents. With the progress of age, however, the importance of the commitment and motivation of the talented youth to unfold such talents grows. As they approximate adult age, the talent supporter becomes more and more an ally of the talented young person, opening up new opportunities as is required by the development of the latter. Hence initial selection is increasingly replaced by self-selection stemming from the achievements of the talented person.

2. 7. The principle of efficiency and gradation

Different degrees of talent require development measures of different content and intensity. However, in the initial phase of the process, it is often impossible to decide whether the young person concerned has above-average, exceptional or actually outstanding talents. Therefore, a good talent support programme should constantly provide opportunities for those whose talents keep intensifying and improving to enter really efficient – and consequently more expensive – programme types, whereas – in case of permanent under-performance – it must also offer such forms of exit from a programme or programme level which acknowledge the achievements of the participants and do not humiliate them.

2. 8. The principle of responsibility and social responsibility

Talent is an endowment, a gift demanding heightened responsibility on the part of its owner. The responsibility of the talented youth is discernible also in that the development of their life is not only a private matter, since society mobilises a much-higher-than-average part of its financial and human resources to promote their development. The agreement concluded by the talented youth and the talent coach during the development of the values of the former as well as self-development demands many efforts on the part of the talented young person. The second step in responsibility comes after the unfolding of talent, once talent yields success. The talented who recognise their social responsibility are people who make things smoother for the talented of the next generation; who assist them with their exceptional abilities in an exceptional way.

Talent means abilities of particular extents, patterns and directions. To put it to use, established forms must be re-considered and often brand new ones must be created. It is our joint responsibility and also our great chance whether Hungary can provide better chances for the development of talent utilisation forms than other parts of the world. Talent is a special thing and, therefore, its mobility also often exceeds the average. A social environment much more receptive to new solutions shall be created to make the slogan “Hungary calls its talents home” more than just words.

2. 9. The principle of the recognition of the talent coaches

Talent coaches are people capable of sacrifices; capable of putting the interests of the community, of talent support, before their own. It is a unique experience as talent unfolds through their work. For this experience, which develops also the talent coach, they often undertake excessive work of a quantity and intensity threatening their family life and health. For this reason, their greater

recognition and protection, the allocation of an adequate time frame for talent development and measures to prevent burn-out are at least as important as talent support itself.

2. 10. The principle of sustainability and social support

The minute details of talent support which cannot be grasped by the talent support programmes are often the most important components. Such moments are very often the examples, words and deeds of guidance and encouragement of parents, teachers and acquaintances who are not “full-time” talent coaches. And, vice versa, in many cases, talent support cannot compensate for the basically anti-performance, non-demanding and anti-quality attitude of the family or the closer environment of friends or schools. For this reason, social support for talent development is an even more important component of sustainability and success than in numerous other programmes.

3. STATUS ANALYSIS – TRADITIONS OF TALENT SUPPORT, THE CURRENT SITUATION; DEVELOPMENT OPPORTUNITIES AND INTERNATIONAL OUTLOOK

3. 1. Talent support traditions in Hungary

The traditions of respect for the talented, of talent-saving and talent support go back centuries, not least because of the centuries-long talent support activity of the historical Churches, and the talent support systems associated with specific subjects, trades, the arts and the sports¹ which have created a multitude of successful state, municipal, Church and civil talent support programmes. The Pro Talento Movement has been active in Hungary since the early 1970s (as the successor of the Admittance Preparation Committees), and thousands of college and university students and hundreds of teachers did voluntary or community work in this framework to help ten thousands of students in the last two grades of secondary school annually enter higher education and make a good performance at the admittance exams.

Furthermore, from 1973 to 1989, the Preparation Courses for Skilled Workers (Hungarian abbreviation: SZET) prepared thousands of young skilled workers for admittance to technical, economics, law and agrarian higher education and gave them assistance to acquire their diploma as well.

The talent support programmes assist the talented youth in the most diverse areas and at the most diverse talent levels, from early childhood to early adult age. From among the public programmes, Arany János Programme for Developing the Talents of Socially Disadvantaged Students targets the bottom, broader, strata of the pyramid of talented students, whereas the “Road to Science” sub-programme of the “Sendoff” (Útravaló) scholarship programme offers extra opportunities mainly to students at higher levels in the pyramid. In tertiary education, MSc education, special courses and the talent support systems under formation of the relevant institutions all serve the development of talented students. The almost sixty-year-long scientific students’ association movement covering ten thousands of students is an exceptionally effective “Hungaricum” even in international comparison, of decisive significance for intensive quality education based on workshop activity, and also of scientific career-building.

3. 2. The current state of talent support

¹ Let us mention, e.g. the Trefort Street Model General Secondary Training School founded in 1874 (Leó Szilárd, György Hevesy); the Eötvös and Kürschák contests announced since 1894; the Secondary School Papers in Mathematics and Physics; the Fasori Lutheran Secondary School (János Neumann, Jenő Wigner).

There are basically three kinds of programmes in domestic talent support and in cross-border Hungarian talent support which maintains close contacts with the former:

1. **Integrated talent support programmes:** in these programmes, the programme components are hierarchically structured and the programme participants regularly exchange their experiences.
2. **Study and competence survey contests and awards:** these programmes give talented students an opportunity to demonstrate their advanced abilities and knowledge, and to clash them with the judgement and professional advice of recognised members of the given trade.
3. **Support schemes, scholarships:** these programmes support the above activities by allocating targeted extra resources to the participants (the talented youth and the talent coaches).

The SWOT table below provides a summary of the characteristics of talent support:

Issue	Strengths	Weaknesses
Traditions and values of talent support	<p>the diverse forms of talent support, of long standing in Hungary, and its system of experiences, in the vanguard also internationally, can be transferred as best practice worthy of adoption</p> <p>local, regional and county-level initiatives</p> <p>rich scientific, research, background material</p>	<p>many consider talent a given which will “out”, and hence needs no care to be developed</p> <p>no complex talent identification system is known; most identify talent with outstanding intellectual abilities (IQ) or outstanding school or subject-specific performance</p>
The relevant talent support environment	<p>widespread social acceptance of talent support</p> <p>good Hungarian and international image of Hungarian talent support (Hungarian grey cells, Hungarian Noble Prize winners, Hungarian scientists living abroad (“Martians”), student Olympiad winners etc.)</p> <p>rich international contact system of talent support initiatives (EU, USA, Israel, Asian “tigers” etc.)</p>	<p>talent support often does not cover the utilisation of results produced by the talented</p>
Preparedness of the talent supporters	<p>professionals talent support experts of the theoretical background/organisation of talent support, including exemplary talent support personalities renown in Hungary and internationally</p> <p>a growing number of qualified, devoted talent support professionals in the institutional network and in the</p>	<p>uneven professional grounding of the active programmes</p>

	civil sector	
The organisational system of talent support	highly diverse forms of talent support organisations often created via self-organisation	the practice of personalised development and support is not sufficiently widespread in the education system the communities and self-organisation forms of the talented youth, capable of stimulating one another, have not developed to a sufficient extent
Talent support programmes and their resources	extensive array of programmes covering many forms and age specifics of talent	information on the existence of the talent support programmes often fails to reach the talented youth and their environment lack of co-ordination of the available resources and programmes; their system providing for a hierarchical structure, transitions and continuous development has not been realised under-representation in the programmes of those who under-perform according to the traditional school rating system, the Roma and the disabled
Traditions and values of talent support	with enhanced information acquisition and adaptation, best examples may spread very fast indeed diversity offers a great “chance for survival” even in a changing environment	emergence of a talent industry delivering low-quality programmes and selling the illusion of “becoming talented” programmes looking back on long traditions may become inflexible
The relevant talent support environment	additional support may be acquired with reference to the good international image of Hungarian talent support domestic and EU funds and social capital could be attracted to the programme, and that would lead to significant cost reduction and efficiency improvement the co-operation network of the talented youth and the economic and social actors helps retain/call back home the talents	talents offered no opportunity for progress domestically leave the country; under the effect of growing awareness of the opportunities offered by the EU countries may, this tendency may undergo rocketing growth (brain/talent drain)
Preparedness of talent supporters	there are many self-educated, benevolent talent coaches in the country, whose “putting in position”	lack of time to acquire information on the complex talent support options and to provide for

	may entail the rocketing growth of the efficiency and professionalism of their work	professional development and talent support may result in the loss of talented young people
The organisational system of talent support	rocketing efficiency growth through the integration of talent support forms and resources, due to integration self-organisation of the talented youth will lead to a network of friends stimulating one another which will promote their staying in Hungary	lack of the hierarchical structuring of the components of the organisation system leads to the “drop-out” of talents at the life-phase transitions without a complex talent support system, many good intentions, lots of disposable, unselfish assistance will remain unexploited and get lost
Talent support programmes and their resources	talent support programmes may result in efficient social mobility growth and give a chance for breaking out the stimulation of the creativity of the talented, and assistance to the utilisation of their results may produce significant economic benefits already in the short term	with the decrease of social mobility, the waste of the talented (especially those in a socially disadvantageous situation) represents a growing threat lack of co-ordination in resources development and utilisation threatens sustainability

The enrichment and development of talent support initiatives experienced in recent decades produced many phenomena which are often the natural concomitants of organic development feeding on several sources, but sometimes severely cuts the aggregate efficiency of the entire talent support programme system and actually entails considerable potential danger later on. The most important among these problems are the following:

1. **Many talents remain hidden:** the generally accepted notion of “talent” often identifies talent with outstanding school/subject-specific performance, or looks for talent exclusively in high-level intellectual performance. As a result, young persons who excel in other realms of the complex talent area often remain hidden. The practice of individualised development is not sufficiently widespread in the current Hungarian education system. The institutions of education are often isolated and they are not acquainted with/make no use of the options of the enrichment programmes offered by their surroundings. In a school environment where these two characteristics are present, unfortunately, together, the probability of talent loss is very high indeed.
2. **Territorial discrepancies, lack of information, lack of equal access:** the territorial distribution of the talent support programmes is highly uneven, and this often makes equal access very difficult. The talent support programmes often fail to reach those concerned, i.e. the talented children and youth, their parents, teachers, friends and closer environment. Even if they get the news on a certain talent support initiative, that is frequently not the one the child or young person would need under the given circumstances. These problems are especially heavy among those in a socially disadvantageous situation, and among the talented youth, especially the Roma ones, subject to multiple disadvantages. Both the Roma youth and the disabled are under-represented in the talent support programmes.
3. **Fragmentation, isolation of the programmes:** co-operation between the talent support initiatives is *ad hoc* as yet, mostly driven by personal contacts. No methodology has evolved as to when and who should be re-directed from one initiative to another, and neither is it clear

which initiative would provide the most suitable support to which type of talent. The missing transition points and the bottlenecks of the system developed by organic self-development have not been identified either. There are very few programmes which are professionally well-grounded and realise some level of territorial co-operation level and are suitable for networking. Despite the successful programmes, no integrated system exists for the identification, social integration, socialisation and nurturing of prospective talents and for defining the terms of talent utilisation. The same applies to the many student contests organised at various levels and the array of support/scholarship programmes. Continuous talent development is often not realised at all: talents excelling at contests often receive no care thereafter, and transfer between school types or places of residence may entail a break in talent development.

4. **Uneven programme quality:** the multitude of well-intentioned programmes conceals wide quality gaps. Talent support is concurrent with an enormous fate-shaping responsibility, and good intentions are not enough for that. There is no complex evaluation system covering the professional content, efficiency and specifics of the talent support initiatives. The so-called “talent industry” selling the illusion of “becoming talented” at high cost and low professional content has not evolved yet in Hungary. However, the emergence of this irresponsible practice should be prevented actively via the development of a common set of values and professional reputation mechanisms based on that. Consequently, there is no evaluation system based on the consensus of the trade and the participating partners either that would define the professional minimum criteria to be observed while also recognising the values inherent in diversity.
5. **Little self-organisation, responsibility-taking of the talented youth:** self-organisation and social responsibility are rare among the talented youth. Their initiatives to help others are often *ad hoc* and hence their effect, “vibration” and exemplary impacts are much weaker than they could be.
6. **Inadequate talent utilisation:** what is missing in talent utilisation is often the placement of the “bosses”, the keystones, i.e. the phase when identified and unfolded talent is put to use. Talented students often exit the school system enriched in their talents but, in the absence of an adequate supportive medium, organisation, they prove unable to assert and put to use the new content, the creative specificity represented by their talent in working society. The number of way-of-life guidance options to ease the frustration and conflicts of the talented youth and prevent their burn-out is too small. As a result, talent raised in Hungary with enormous intellectual and human inputs and often excessive financial expenditure often gets lost or promotes the expansion of other countries.

The danger inherent in the above problems of talent support is that a large number of talented young persons either never enters the talent support process or, after a joyful and successful start, their development curve is broken, and the very promising young person turns into an embittered, disappointed adult who thinks he wasted his life. This phenomenon is especially dangerous if the current socio-cultural and territorial inequalities of access to talent support become permanent. For Hungarian society would lose thereby not only its excellent talents, but also an exceptionally valuable segment of mobility representing a break-out point. The threat of waste of talents is most acute at the end of the process, at the start of utilisation, the creative career, since the possibility of free movement and a more thorough knowledge of opportunities presenting themselves abroad might lead to a growing outflow of the most excellent talents.

3. 3. Opportunities inherent in talent support

Apart from pointing to the threat of waste of talent, the problems of talent support listed under Point 3. 2. above highlight the fact that there are enormous reserves in the current situation. The most important opportunities inherent in talent support are the following:

1. **Exploration of hidden talent support capacities:** to date, a fraction only of the talent support intentions present in the country on a really wide scale has been explored, and an even smaller part has been put to use. There are especially great reserves in the area of the development of the local, territorial talent support forms and options. A significant part of the so far concealed talent support intentions is available among ethnic Hungarians in the cross-border regions. We can learn a lot from the cross-border Hungarian talent support organisations, and there is a considerable reserve pool also in the assistance and willingness to make sacrifices of ethnic Hungarians who live in other than the neighbouring countries.
2. **The efficiency-boosting effect of integration:** if the talent support initiatives are integrated, but their autonomy and diversity are preserved, this may lead to a rocketing growth of efficiency. Integration can reduce the number of drop-outs currently observed at the life-phase transitions to a major extent. In the integrated system, students excelling at contests would enter almost automatically a much more efficient new development phase.
3. **Efficiency-enhancing effect of territorial networking:** the deployment of the local information points, the so-called Talent Points supplying information on talent support opportunities and the network-based operation of the system may well lead to the integration of those who are missed now (especially those living in the more deprived regions and the Roma) into the self-development process.
4. **Growth due to the elevation of professional quality:** talent coach training targeting both the teachers and those in the nodes of local community life (hence those who take part in the activity of the Churches, who work in general education, the social workers, visiting nurses etc.) will entail not only better assistance to the talented youth, but also the marked growth of the number of identified talents.
5. **The impact of the self-organisation of the talented youth on their remaining in Hungary:** the experience so far has shown that the chances of the return home of talented students after a stay abroad are considerably improved if they have a close-knit circle of friends at home. Talented young people are special and therefore often reserved, so they often fail to build up a circle of friends unless they can have regular contacts with similarly talented peers.
6. **Complex economic benefits deriving from talent utilisation:** as indicated also in the analysis under Point 3. 4., utilisation is one of the bottlenecks of the successful career of the talented. If utilisation is made smoother, that may entail the very fast growth of returns on value accumulated during talent development, and promote that the talented youth should not invest knowledge acquired at home abroad. Substantial direct and indirect benefits are generated by every type of talent, whether in science and innovation, the crafts, the arts or the sports.

Hungary has good bases and traditions in the area of the development of the variegated, innovative forms of talent support of high professional quality. By being blended into an efficient system, many traditional components of Hungarian talent support would become adaptable best practices for many Member States of the EU.

3.4 The situation of talent support in the European Union and in other countries of the world²

²In its present form, the international outlook does not provide such a comprehensive analysis of the talent support initiatives of the EU and the world as would present the main trends, list the most excellent foreign talent support programmes, and analyse their adaptability under the Hungarian tradition system and socio-cultural circumstances.

In the past decade, talent became one of the articles most in demand globally. The European Union has realised that it must work hard to keep its positions in the global competition for talent identification, development and retainment. This realisation manifests itself in the EU Lisbon Strategy, the Bergen Declaration, the European Youth Pact and the 7th framework programme for science in society. As a further sign of enhancing the relevant efforts, teachers are offered special talent coach training and continuous training in a growing number of European countries.³⁴ The EU intends to dedicate the year 2009 to Creativity and Innovation⁵, as a clear sign of the recognition of the growing importance of creativity, one of the key factors of the notion of talent.⁶

The richness and high quality of the Hungarian talent support traditions is markedly present in the talent support initiatives of the ethnic Hungarian residents of neighbouring countries. In Serbia, general secondary schools dedicated to talent support have been formed. The Romanian, Serbian and Slovakian Hungarian teacher associations as well as many such civil organisations as e.g. Amőba Foundation in Sepsiszentgyörgy, Bethlen Gábor Foundation at the Nagyenyed Student Boarding House, Bolyai Farkas Foundation for Talents Learning Hungarian at Zenta or the Nyilas Misi Talent Support Association of Kolozsvár carry out devoted talent support activity of high quality. Minority existence has led to the development of most devoted and intensive examples of strong community background in talent support.

In many other, non-European, countries the world over – hence especially in the United States of America, in Israel and Korea and also at many other places in the small Asian countries characterised by fast economic growth – talent support activity of very high quality is being carried out. We can learn a lot from these traditions. As for the diverse forms of consideration of cultural diversity and of assistance to the underprivileged youth, many examples are offered by talent support in the USA and in Israel. In Korea, the integrated talent support system is regulated by the law. Singapore and Thailand also have advanced programmes to assist the utilisation of innovation and talent utilisation.

4. STRATEGIC AND COMPREHENSIVE GOALS, DEVELOPMENT AREAS

4. 1. Strategic goals

Talent support development has a direct influence on the domestic possibilities and, through adaptation, the international ones, but it can also influence many other processes indirectly which, in the long run, create opportunities that could not be reached in any other way. The most important among the latter are the following:

1. **Encouragement of co-operation, social collaboration:** talent support generates numberless social contacts which create communities and link groups of society which would never have been connected without the goal of assistance to the talented youth. The expansion of the contact networks in unusual directions can open the way to many previously unrealised co-

The performance of this analysis is one of the major tasks of the National Talent Programme detailed under Point 6 below.

³Recommendation of the Council of Europe Parliamentary Assembly on gifted education in 1994:
<http://assembly.coe.int/main.asp?Link=/documents/adoptedtext/ta94/erec1248.htm>

⁴Gifted Education in 21 European Countries: Inventory and Perspective (F.J. Mönks and R. Pflüger)
(http://www.bmbf.de/pub/gifted_education_21_eu_countries.pdf)

⁵<http://register.consilium.europa.eu/pdf/en/08/st07/st07755.en08.pdf>

⁶Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 22 May 2008 on promoting creativity and innovation through education and training
(2008/C 141/10) <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:141:0017:0020:HU:PDF>

operations and collaborations. This is reinforced by the spread of civil talent support movements, and the build-up of a rich and in many respects unusual contact system among the organisations involved in talent support.

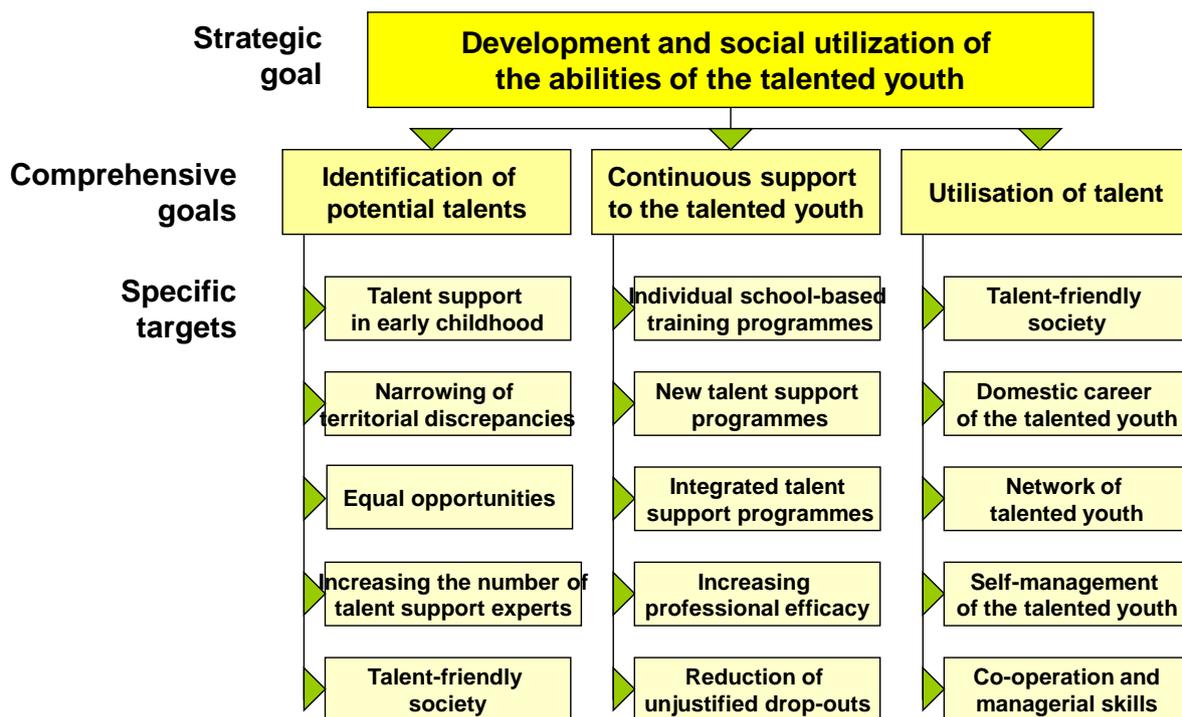
2. **Growth of social capital:** Talents must be supported with talent. That is, the quality forms of talent support must develop creative solutions. Such new solutions mobilise substantial social innovation capacity, the components of which considerably increase social capital through the deployment of the horizontal, non-standard, contact systems mentioned in the previous point.
3. **Stimulation of the economy:** the more intensive appearance of talented people as employees and especially as new economic actors in the economy forces the economic actors present there to reconsider their role/task-commitment, and to apply more new and creative solutions.
4. **Development of education:** the more marked appearance, manifestation of talents in the education system triggers the spread of competence-centred education and especially of the individualised, creative and innovative forms of education in the education system.
5. **Development of the country's image, higher capital inflow:** capital investments characterised by high added value, of special importance for Hungary, demand to a growing extent labour qualified at an exceptionally high level, i.e. talents. Therefore, talent support can have a beneficial influence on the extent and structure of job-creating capital investments relocated to the country.

4. 2. Comprehensive goals of the National Talent Programme

Since the various forms of assistance to the talented youth permeate society overall, comprehensive goals need to be designated in order to break down the strategic goals of talent assertion into manageable and controllable units. The comprehensive goals of talent support to unfold and ensure the social utilisation of the abilities of the talented youth are the following:

- Identification of the talented youth
- Continuous support adjusted to the nature and level of talent to unfold the latter
- Promotion of talent utilisation

The figure below provides a summary of the detailed target system of the National Talent Programme, to be discussed also as expected results of the programme components specified by the development areas indicated under Point 4. 3:



The comprehensive goals and the targets deriving from them can be realised in the development areas discussed below. In most cases, the tasks associated with the individual areas contribute to the achievement of several targets. The above goal/target system must be asserted in every intervention area realised in the form of programmes and in the specification of the related tasks.

4. 3. Target areas, development areas

The three comprehensive goals of talent support shall be asserted in four major target areas:

- The everyday life of the citizens;
- in the circle of persons and organisations actively involved in talent support;
- at the level of local, small-regional and regional co-operations related to talent support;
- on the stage of national social policy related to talent support.

This breakdown allows to make the targets clear to both the “subjects” of talent support and their direct supporters, the citizens and their organisations, and the local, small-regional and regional actors and organisations interested in talent support, and the state bodies involved in the implementation of the programme.

In order to realise the comprehensive goals, changes must be attained in the following areas in need of development:

4. 3. 1. Preservation and enrichment of talent support traditions

a) Assistance to the talent support workshops which have operated excellently for a long time

- recognition of and support to the most excellent workshops of pre-school talent support;
- support to the talent support workshops of the primary, secondary and vocational schools;
- support to the talent support workshops of higher education, post-graduate education and of the career starters;
- support to the successful municipal, Church and civil talent support initiatives outside the school system in the areas of talent in science and innovation, the crafts, the arts and the sports, respectively;
- support to the territorial talent support networks which operate successfully;
- presentation of the most excellent talent support workshops in the media.

b) Assistance to create new talent support initiatives

- Assistance to create new talent support initiatives in areas which are currently absent or insufficiently provided for following a survey of the existing talent support system, its deficiencies and overlaps.

c) Enhancement of the professional quality of talent support

- enrichment of the system of graduate and post-graduate (continuous) training responsible for the professional grounding of talent support; prudent deployment of trainer training;
- consideration of the forms of talent support where the specification of a professional minimum may be required; its specification, introduction and control – with a justified period of grace;
- preparation for adaptation and dissemination of best practices in talent support where
 - selection is coupled with self-selection based on self-development;
 - talents of different levels are offered programmes of different strengths, and in between the grades, transition is ensured via publicly declared and tested criteria (talent pyramid);
 - the principles of continuity and of personal contacts are observed in talent support work, and hence it is possible to point to the personal example of the talent coaches;
 - high professional quality and efficiency are typical;
 - efficient integrated territorial co-operation forms have been established
- systematic exploration and processing of the talent support experiences of the EU and other, extra-EU countries which excel in talent support; differentiated domestic adaptation of the best and most suitable methods.

d) Co-operation with the cross-border Hungarian talent support programmes

- promotion of mutual experience exchange through support to joint programmes.

Expected results⁷

- substantial enrichment of the system of talent support outside the school system;
- elevation of the professional quality of talent support;
- extension of the organised forms of talent support to early childhood;

⁷The expected results indicated here are confined to the general and mostly indirect results. The specific, quantifiable, monitoring-type results will be listed in the action plan to implement the Programme. The action plan will detail also which of the specified tasks will be implemented under the New Hungary Development Plan and which will take place in other forms.

- spread of the individual training programmes, reinforcement of talent support within the education system;
- more talented young persons taking part in talent support.

4. 3. 2. Creation of the integrated system of talent support programmes

a) Compilation and updating of a Talent Map to sum up the talent support options available in Hungary and in the areas of the neighbouring countries inhabited by ethnic Hungarians; complex and targeted measures to ensure its accessibility

- initial compilation of the Talent map, including the checking of the links and data;
- database of persons interested in talent support; persons acting as mentors/facilitators in talent support; persons who want to assist talent support in other ways (also);
- continuous expansion of the Talent Map to include talent support organisations and newly formed Talent Points, based on information received from those who apply to be included in the talent support database and via targeted PR actions;
- Access to information in the Talent Map via the Internet, publications, targeted information dissemination, telephone-based and personal counselling;
- detailed survey of the international talent support practice; emphasis on examples which could be adapted or parts of which could be used in Hungary.

b) Organisational and programme-based co-operation

- mutual exchange of information on themselves by the talent support programmes;
- networking co-operation of talent support programmes;
- within the context of the above, especially: series of conciliation and professional fora to explore the common points, co-operation options and synergies of talent support in the areas of science-innovation, the crafts, the arts and the sports, respectively;
- development of the co-operation of Talent Support Councils which gather together and manage local, small-regional, regional and national talent support with one another and with the National Talent Co-ordination Forum;
- on the basis of the experiences of the co-operations, transformation of redundant overlaps in a way which preserves the values, based on the agreement of the stakeholders, over a long period of time.

c) Continuity, career monitoring

- continuous talent support options matching the abilities, needs and changing demands throughout the supported career;
- continuous monitoring of talented young people and of the exceptionally talented among them; reduction of the number of drop-outs from the process of talent support at the life-phase transitions (change of school/place of residence etc.) to make the talent support process more efficient;
- involvement of the institution system devoted to young persons in a (multiply) disadvantageous situation in talent support;
- adaptation of existing programmes and development of special ones to create overlaps at the life-phase transitions (e.g. transitions from kindergarten to school, primary/vocational/secondary school, secondary school to higher education, BSc-MSc-PhD, school to workplace or in case of change of place of residence)⁸;

⁸For example, at the moment, the following programmes are at the service of targets related to this objective: (transition from secondary school to university) Bolyai Workshop Foundation, the Hungarian Research Student

- creation of transition points between support programmes targeting different talent types and between programmes/programme components targeting various levels of the same talent type;
- targeted supply of continuous talent support programmes to those who excel at student contests, the associations of scientific college/university students, the Conference of the Scientific Students' Association or at other contests;
- career examinations to assess the long-term and aggregate (optimally mutually reinforcing) effects of the talent support programmes.

Expected results

- narrower territorial gaps in the distribution of young persons involved in talent support;
- reduced number of unjustified drop-outs from talent support;
- substantial growth of the efficiency of the talent support programmes;
- more talented young people involved in talent support.

4. 3. 3. Equal access in the area of talent support

a) Equal access to information on talent support

- targeted access to the contents of the resources map to groups of different socio-economic backgrounds and to the various generations (e.g. young children), and access to the relevant pieces of information to the disabled;
- enhanced assertion of the requirements of equal access to information at the events and in the communication of the programme;
- enhanced and targeted development of Talent Points in the deprived regions.

b) Adaptation, assistance programmes for the socially disadvantaged /multiply disadvantaged youth

- continuous co-operation between organisations active in talent support and institutions and organisations in contact with the (multiply) disadvantaged youth maintained by the municipality, the state or the civil sector;
- organisation of talent support programmes and programmes which promote the unfolding of talent through the assertion of the principles of integration for (multiply) disadvantaged children and young persons – including those currently or previously under state care⁹.

c) Adaptation, assistance programmes for the Roma youth

- establishment of the continuous co-operation of organisations active in talent support with the national and territorial Roma organisations;
- establishment of co-operation between the local Roma executives, the minority self-governments, Roma organisations, civil organisations helping the Roma youth and the Talent Points;

Association, the Hungarian Innovation Association, (transition from school to work), HR programme for the public administration of the future, ECNIS programme, arts scholarships, cross-border Hungarian literature scholarship, National Excellence Programme, scholarship-based employment of graduate career starters, ÖTLET volunteer programme.

⁹ Arany János Programme for Developing the Talents of Socially Disadvantaged Students, Arany János Boarding School and Vocational School Programme for Socially Disadvantaged Students, Arany János "plus" programme in higher education, special programmes of the talent support school network for the underprivileged youth.

- organisation of programmes which adapt people to the various forms of talent support; of programmes which support talent development through the assertion of the principles of integration for Roma children and young persons¹⁰;
- development of programmes to help Roma people become talent coaches.

d) Adaptation, assistance programmes for the disabled

- establishment of continuous co-operation between the organisations active in talent support and the organisations which help the disabled and the organisations of the disabled;
- survey of talent support forms for the disabled and search for adaptation/bridging solutions to involve as many of them as possible in as many talent support forms as possible.¹¹

e) Gender equality

- survey to see which forms of talent support are characterised by a major shift relative to the desirable gender distribution of the participants, and development of a special programme to alter the proportions concerned;
- in the talent areas where a significant shift is experienced relative to the desirable gender distribution of the talent support programme participants, more intensive presentation of the under-represented gender at the events and in the communication of the programme.

Expected results

- elimination of social prejudices through the presentation of talented young persons who are (multiply) disadvantaged, Roma, persons currently or previously in state care or living with disability;
- enhanced observation of the principle of gender equality during the implementation of talent support programmes;
- participation of more young people who are (multiply) disadvantaged, Roma, currently or previously in state care or disabled in the talent support programmes.

4. 3. 4. Enhancement of the social responsibility of the talented youth

a) Promotion of the self-organisation of the talented youth

- dissemination of solutions to promote the co-operation, joint learning, creative work of the talented youth;
- promotion of the development of the already existing organisations of the talented youth¹²;
- on-going surveys to see where further self-organising forms of the talented youth could be created, and encouragement and promotion of their creation via the presentation of best practices and common fora;
- promotion of the co-operation of the organisations of the talented youth;
- expansion of the contact network of the talented youth to include the talent support organisations, Talent Support Councils, the National Talent Support Circle and other organisations which assist the life of the talented youth.

b) Development, introduction and dissemination of programmes to enhance the self-management, innovation and managerial skills, respectively, of the talented youth

¹⁰Collegium Martineum, Gandhi General Secondary School, university Roma talent support programme, , Romaversitas Foundation, Roma scholarship.

¹¹Paralympics, contests for students with special educational needs.

¹²For the steadily expanding list of the organisations concerned see: <http://www.tehetsegpont.hu/96-11458.php>

- review and survey of the current self-management, innovation and managerial skills development programmes to see to what extent they are suitable for the development of such skills of the talented youth, how many kinds of programmes are needed to match the special needs and career types of the various talent types, and whether the special needs of the talented youth can be satisfied best in individual areas by new programmes or by special supplements to existing ones;
- development matching the talent types and the needs of self-management, innovation and managerial skills development programmes and programme supplements and their gradual introduction¹³;
- dissemination of the self-management, innovation and managerial skills development programmes and systematic introduction of the talented youth, under the programmes or in addition to them, to the representatives of the companies, organisations and blanket organisations “utilising” talent or promoting its utilisation.¹⁸

c) Life guidance to the talented youth

- involvement of the established way-of-life counselling services in the process of talent support; development of the contact system of these services with the talent support programmes and the Talent Points and delivery of special further life guidance at those points where this is necessary;¹⁸
- within life guidance, the development of special supportive mechanisms to treat the fiascos, frustrations and conflicts of the talented youth is a component carrying special weight.

d) Talent Bonus – Talent Coin (Tehetségbónusz – Tehetségbatka) programme

- based on previous international and domestic experiences¹⁴, development of a current account system using virtual money (Tehetségbatka, i.e. Talent Coins) to track the amount of value received by the talented young person to develop his/her talent(s) and record value returned by family members, friends, acquaintances in the same group to the community in the form of talent development work;
- as an important, value-clearing component of the Tehetségbatka system, on-going cross-checking of the virtual value of the talent development work forms; creation of the cross-checking system itself (“virtual market of talent support work forms”);
- after the Tehetségbatka system pilot, careful consideration of the terms under which talent support work invested in the system could be exchanged for the use of talent development devices or services available otherwise only for money (Talent Bonus programme);
- thorough consideration, irrespective of the Tehetségbatka system, of what talent support devices and services – otherwise purchasable only for money – could be used at a reduced cost or for free, and which talent types and levels merit being provided systematic organised help (Tehetségbónusz programme).¹⁵

Expected results

¹³Higher education programmes of the New Hungary Development Plan.

¹⁴Cf. abroad: the French Mouvement des réseaux d'échange réciproque de savoirs or the various Local Exchange Trading Systems (LETS): US Scrip-systems, Time dollars, German and Austrian Regional Currency Complement, Swiss Talent programme, or the Euro Barter experiment and Environment money initiatives or in Hungary e.g. the initiatives of Hétszínvirág primary school of Marcali and the experiences of the Tálentum Circle.

¹⁵Examples of the systematic operation of the Talent Bonus (Tehetségbónusz) programme in a narrower circle include the lending of master musical instruments owned by the Hungarian state to excellent artists or options to support the purchase of musical instrument offered by the National Cultural Fund.

- organised, professionally and socially controlled assistance to satisfy the special or high-value needs of the exceptionally talented youth;
- heightened awareness of the value of talent and knowledge;
- increased talent utilisation;
- increased recognition of talent coaches;
- decrease of career breaks, burn-outs of talented young persons;
- improved chances for the talented youth to stay in Hungary/return there;
- enrichment of the contact system of the talented youth;
- improved social integration of the talented youth;
- improvement of the development of a talent-friendly society.

4. 3. 5. Recognition of persons and organisations providing assistance to the talented

a) Enhanced financial recognition of talent coaches

- enhanced financial recognition of kindergarten, primary, secondary and vocational school teachers acting as talent coaches¹⁶;
- enhanced financial recognition of professionals in higher education and science acting as talent coaches¹⁷;
- enhanced financial recognition of talent coaches involved in vocational training, in supporting talents in crafts;
- enhanced financial recognition of talent coaches of artistic talents;
- enhanced financial recognition of talent coaches of sports talents.

b) Reduced workload of talent supporters, prevention of burn-outs

- development of a programme to reduce the workload of primary, secondary and vocational school teachers acting as talent coaches (one year off for creative activity available by application; coach assistants; reduced number of lessons to be taught);
- development of supervision/support mechanisms to treat the fiascos, frustrations and conflicts of the talent coaches as detailed under Point a);
- development of a programme to help the professionals listed under Point a) rest and be re-energised.

c) Moral recognition of talent coaches

- creation/awarding of prizes and honours for talent coaching teachers and professionals detailed under Point a)¹⁸;
- participation of talent coaches and their treatment as partners at the highest fora related to the various talent types of professional public life;
- presentation of outstanding talent coaches at events related to the activity and at events of other kinds, in the media and via other communication channels.

d) Appreciation of the environment supporting the talent coaches

- moral and financial recognition of workplace managers supporting the talent coaches (creation of the Excellent Talent Coach Manager prize);

¹⁶New Knowledge – Education to All (Új Tudás – Műveltséget Mindenkinek) Programme: quality wage supplement increase, researcher teachers' scholarship

¹⁷New Hungary Development Plan: National Excellence Programme

¹⁸For example: Master Teacher's Golden Medal, Prima Primissima Prize, Rátz Tanár úr Prize, Pro Talento prize, MOL Talent Coach Prize, Kajtár Márton Memorial Prize, Researcher Teacher scientific scholarship and several HAS prizes.

- recognition of those who support the talents directly, with the support of talent coaches (hence e.g. people in public life improving the conditions of talent support, decisive personalities of professional organisations receiving the talent coaches as partners, media workers, etc.).¹⁹

Expected results

- raised awareness of the values of talent and knowledge;
- prevention of the burn-out of talent supporters;
- higher number of talent supporters;
- advanced professional quality of talent support;
- improved development of a talent-friendly society.

4. 3. 6. Development of an environment promoting talent development and utilisation

a) Programmes for the parents, family, circle of friends of the talented youth

- programmes for the parents, family, circle of friends of the talented youth to make them aware of the special value, knowledge of the talented young person;
- development of support mechanisms to treat the conflicts of the talented young person with his/her environment as described in Point 4. 3. 4 c).

b) Talent days

- periodic Talent Days organised to present the national and especially the local talent support options, to mobilise the local environment to provide support in terms of content and financial means to the Talent Points, and to promote the local utilisation of talent;
- continuous involvement of Talent Day visitors, upon request, in the talent support programme system.

c) Talent in the media

- steadily updated selection of communication options to present successful talents, talent support professionals and programmes, as well as talent development communities, to increase their recognition (e.g. experiential presentation of the career/successes of the talented youth of the past and the present; presentation of excellent talent coaches and their confessions as to what talent is and how it can be promoted);
- regular news on the talented and their successes.

d) Adaptation of successful initiatives, EU and other foreign best practices

- regular communication of information concerning the National Talent Programme, the successful talents and talent support professionals and programmes as well as the talent support communities in English and, if necessary, also in other foreign languages, and their introduction in both the EU and in other countries by exploiting the opportunities provided by Hungary's EU presidency in 2011;
- preparation for the foreign adaptation of the successful talent support initiatives suitable for that purpose;
- organisation of EU Talent Days on Hungarian initiative

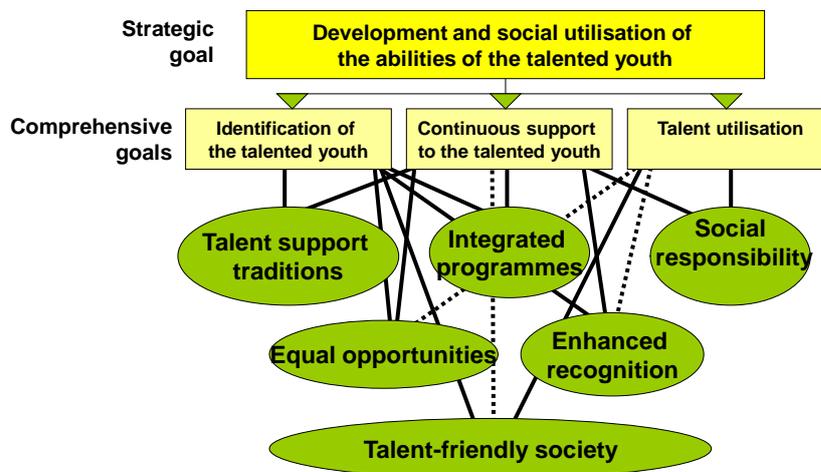
Expected results

- increased awareness of the values of talent and knowledge;
- increased talent utilisation;

¹⁹For example: Kármán Tódor prize, Researcher Teacher supporter prize and several HAS prizes.

- better recognition of talent support professionals;
- lower rates of waste, career break and burn-out, respectively, of the talented youth;
- better chances for the talented youth to remain in Hungary or return there;
- improved social integration of the talented youth;
- substantial growth of the efficiency of talent support programmes;
- reinforcement of the talent-friendly image of Hungary in the EU and in other countries;
- improved chances for the development of a talent-friendly society.

The figure below is a summary overview of the linkage of the expected results of the programme components related to the priorities of the National Talent Programme and the system of goals of the national talent programme:



5. THE SYSTEM OF ORGANISATIONS PROMOTING THE ACHIEVEMENT OF THE GOALS

5. 1. National Talent Co-ordination Board

- establishment and operation of the National Talent Co-ordination Board designed to co-ordinate the implementation the National Talent Programme and to supervise the National Talent Fund;
- establishment of the contact system of the National Talent Co-ordination Board with the organisations active in talent support, the Talent Points and the Talent Support Councils;
- bi-annual review of the composition and operation of the National Talent Co-ordination Board.

5. 2. Development of the system of Talent Support Councils

- specification of the operational guidelines of the Talent Support Councils responsible for the co-ordination of local and regional talent support initiatives;
- establishment of local and regional Talent Support Councils;
- assistance to promote the linkages/co-operation of the Talent Support Councils with one another, with the National Talent Support Council and the Talent Co-ordination Board as described under Point 4. 3. 2 b) above.

5. 3. Network of Talent Points²⁰

- establishment of Talent Points to assess the level of talent, to offer special programmes to the talented youth and to develop their environment in a talent-friendly way at national level and in every region, county and small region;
- specification of methodological guidelines, aids, professional minimum and optimal operating criteria (reputation system, Excellent Talent Points) for the Talent Points;
- survey and updated records on the Talent Points in a breakdown by talent type, talent level, age, support type;
- gradual development of the networking co-operation of the Talent Points; organised management of the conflicts hindering co-operation.

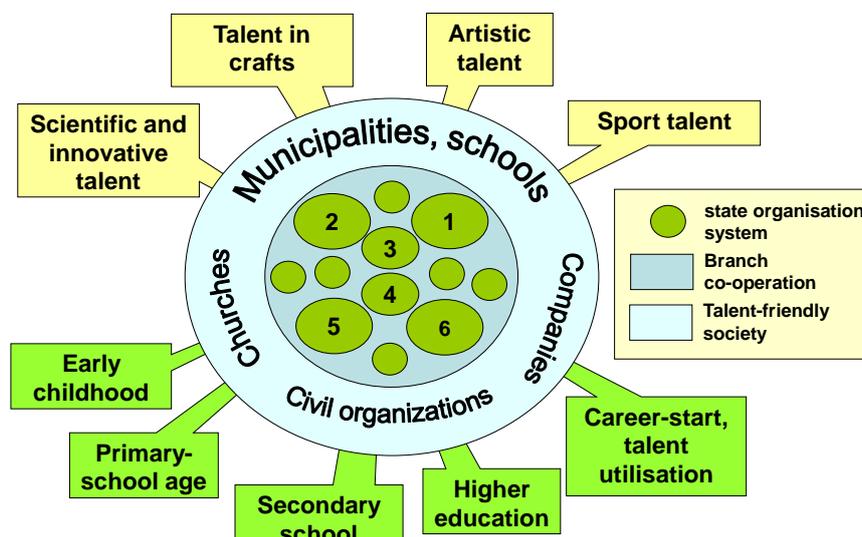
5. 4. Establishment of the National Talent Support Circle

- establishment of a National Talent Support Circle gathering domestic and foreign private individuals and representatives of legal persons who/which promote the development and success of talented persons by providing it a professional background, social capital, opportunities and/or financial means;
- careful development of the local (foreign and domestic) and talent-type or activity-area-specific faculties of the National Talent Support Circle; increase of the Circle membership;
- establishment of the contact system of the National Talent Support Circle and the business clubs; establishment of organisations which promote/mediate the utilisation of talent and broadening of their scope;
- consideration of the extent of correlation of the membership of the National Talent Support Circle and of payments to the National Talent Fund, and of representation provided for the prayer side of the National Talent Fund in the National Talent Co-ordination Board.

²⁰For a list of the active Talent Points, see: <http://www.tehetsegpont.hu/96-11464.php>. Through its talent nurturing programmes (Arany János Talent Support, Boarding School and Boarding School/Vocational School Programme; National Scientific Students' Association movement; Programme for the Nurturing of Excellent Talents), the Hungarian Institute for Educational Research and Development has also joined the Talent Point network.

5. 5. Resources Map of the National Talent Programme

The following figure is a summary representation of the groups of organisations involved in the implementation of the National Talent Programme and it outlines the thematic directions and age groups of talent support.²¹



In the middle of the circle:

1. Body responsible for the domestic utilisation of EU funds//
2. Ministry responsible for education
3. Prime Minister's Office//
4. Ministry of Finance//
5. Ministry of social affairs and labour
6. Ministry of sports affairs

The current map of the talent support resources is highly deficient. It is far from containing every participant; it does not show the territorial distribution and activity area (scope) of the participants. To date

, little systematically presented and valid information is available on the specific range and level of the contributions of individual actors. It is one of the important goals of the National Talent

²¹To mention a roughly outlined example of the future detailed specification of the currently schematic resources map, in June 2008, the National Talent Support Council had the following 23 member organisations:

Amóba Foundation (Transylvania), Association of the Institutions of the János Arany Talent Nurturing Program, Aranyelme Association, Bethlen Gábor Foundation (Nagyenyed, Transylvania), Bolyai Workshop Foundation, Bolyai Farkas Foundation for Talents Learning Hungarian (Zenta, Voivodina), Csányi Sándor Foundation for the Children, Catholic Teachers' Institute for Organisation and Further Education, Cube Circle (Debrecen), National Association of Researcher Students, Foundation for Researcher Students, National Association of Researcher Teachers, Logos Foundation, Hungarian Innovation Foundation, Hungarian Innovation Association, Hungarian Talent Nurturing Society, Nyilas Misi Talent Support Association, National Scientific Students' Council, Association of Slovakian Hungarian Teachers, Talentum Workshop (Győr), Foundation or the Talented Hungary, Circle of Friends of Talent Supporters, Association of Hungarian Teachers of Voivodina.

In June 2008, the Council had 78 partner organisation. For their list, see: <http://www.tehetsegpont.hu/96-11600.php>

In June 2008, the Council records indicated another 598 municipal, Church and civil talent supporter organisations.

Programme to collect such information and to make it accessible in a targeted way to every participant.

In most cases, work differentiated by the thematic lines and age-groups of talent support has already been co-ordinated, and realised in a hierarchically structured and complementary manner. Nevertheless, co-operation between the talent development initiatives is far from exploiting every co-operation possibility which could boost the efficiency of their activity to a substantial extent. Therefore, the system of contacts suggested by the resources map is rather fragmented as of now. The expansion of the system of contacts and their organisation into an integrated system is a priority task of the National Talent Programme.

6. GLOSSARY OF TERMS

The technical literature contains several theories which describe talent; in our days, the most widely accepted one is the theory of Renzulli. His model highlights four components of talent:

- above-average general abilities,
- above-average specific abilities,
- creativity and
- task commitment.

Above-average general abilities include, for example, high-level abstract thinking, advanced skills in the mother tongue, good memory, efficient information processing strategies etc. Of course, these abilities play in the various specific talent areas.

Specific abilities determine the nature of the talent. They are of many kinds, and according to the commonly accepted grouping of Gardner, seven specific ability groups can be distinguished: linguistic, musical, mathematical/logical, visual-spatial, bodily-kinaesthetic, social-interpersonal and intrapersonal. These provide the basis for specific talent development.

Creativity also consists of several components: problem sensitivity, re-definition of problems, efficient application of thinking operations, flexible thinking and originality. This component is also decisive for the functioning of talent, one of the typical features of which is exactly that it finds new solutions to problems, which would be inconceivable without creative abilities.

Task commitment is a combination of personality factors which generate energy for high achievement: interest, competitiveness, perseverance, emotional stability etc. However advanced the general and specific abilities described above may become, no high-level performance can be achieved without the adequate development of these background factors.

That is, the talented are persons capable of high performance in any activity area of life due to their excellent abilities – interpreted as the alloy of the above four components.

The above talent components are not received by the individual in a finished state: inheritance is not the only factor here, since they can be shaped and developed to a substantial extent during one's life. The influence of family, school, companions and other actors of society is of decisive relevance in the development process. The models of Gagné, a Renzulli-Mönks or Czeizel, respectively, describe these complex interactions.

It follows from the above that talent may become hidden even for a long period. The talented youth often conceal their talent even from themselves, for fear that the community would oust them due to their specialness. Often, talent manifesting itself in one area at a very advanced level is accompanied by a major drawback in some other area, which makes it more difficult to discern it, however exceptional it may be. Therefore, we never knew whether an apparently non-talented person has closed, so far unrecognised talent-contents.

At the same time, the distribution of the extent of talent is not even. The proportion of young people with above-average abilities may attain as many as 20-25 per cent of society, whereas those with outstanding abilities make up no more than 1-2% in society. Geniuses with exceptional abilities are very rare treasures indeed. Exceptional abilities obviously require exceptional opportunities. However, the type of talent development which thinks it can select exceptional talents infallibly, especially in early age, and develop them into a closed caste, an elite, disregarding the others, is not only morally unacceptable but also professionally wrong. Socially useful talent support is like a pyramid, in which the more talented a young person is, the more exceptional opportunities he/she will be provided, but the possibility of transit from one level to another is always retained, and hence every young person involved in talent development is encouraged to enhance his/her performance and commitment.

That is, talent support is not the opposite of extra care for children/the youth in a (multiply) underprivileged situation, but the two groups obviously overlap. Talent support must assert simultaneously the improvement of the chances of the talented, but underprivileged youth and (irrespective of the original positions) give priority support worthy of and matching the above-average, excellent or extraordinary abilities of the talented youth concerned.

7. FINANCING AND PERIODIC REVIEW OF THE NATIONAL TALENT PROGRAMME

7. 1. Financing

One priority instrument of the financing of the National Talent Programme is the National Talent Fund appropriation to be created among the chapter-managed appropriations of the ministry responsible for education described in *Annex No. 2*. Parliament shall define the budgetary sources of the National Talent Fund in the Budget Act ever. The National Talent Fund is an open fund: both domestic and foreign private individuals or legal entities can make payments to it. The utilisation of the National Talent Fund shall be monitored by the National Talent Co-ordination Board described in *Annex No. 3* of the draft Parliamentary Resolution. The representatives of the private individuals and legal persons making payments to the National Talent Fund shall take part in the work of the National Talent Co-ordination Board. The numerical proportion of the representation of payers to the National Talent Fund shall be proportional with the payments to the Fund. The specific numerical rates shall be determined by the Rules of Organisation and Operation of the Board, in consideration of the fact that the number of persons acting as representatives of payers to the National Talent Fund shall be no more than five. On the occasion of the report on the National Talent Programme, due for the first time in 2011, the Government shall discuss to what extent payments made to the National Talent Fund by talents supported from the National Talent Fund are justified in a later phase of their successful career.

Important financing sources of the National Talent Programme include, beside the National Talent Fund, the talent-support-related programmes of the New Hungary Development Plan, and funds provided by companies and private individuals and other tender-based and other forms irrespective of the National Talent Fund.

7. 2. Periodic review of the National Talent Programme

In accordance with Parliamentary Resolution 78/2008. (VI. 13.) OGY on the execution of the National Talent Programme, the Government shall inform The Parliament bi-annually. Information provisions shall be preceded by extensive data collection covering also the central budgetary, municipal, Church and civil organisations active in talent support and an exchange of ideas at professional fora. The Hungarian cross-border talent development organisations shall also be involved in the exchange of ideas at the professional fora. On the occasion of the first briefing scheduled for 2011, the Government shall cover also to what extent the codification of an act on the talented is justified.

FINANCING PRINCIPLES OF THE NATIONAL TALENT PROGRAMME

1. The Government creates a National Talent Fund appropriation among the chapter-managed appropriations of the ministry responsible for education to finance the National Talent Programme, to ensure the more efficient utilisation of support used assist the talented and the contributions of private individuals and legal personalities to talent development.
2. The sources of the National Talent Fund are the following:
 - (a) the segment of the central budget defined under the Budget Act as earmarked appropriation;
 - (b) 3% of the original revenue appropriation of the Training Fund Segment of the Labour Market Fund in the reference year;
 - (c) the segment of the 1% of the personal income tax of private individuals offered according to the taxpayers' instructions;
 - (d) monetary or in kind contributions/donations of physical or legal persons and unincorporated business organisations.
3. The implementation of the goals of the National Talent Programme is supported, in addition to the utilisation of the National Talent Fund appropriation, also by the resources provided by application under the heading "1. Support for domestic innovation" of the Research and Technological Innovation Fund.
4. Upon the request of the payer, the National Talent Fund ensures the separate management of payments by private and legal persons and provides the payer accounts thereof.
5. The resources of the National Talent Fund go to a sub-account of the Public Foundation for Education (Oktatásért Közalapítvány) created specifically for that purpose.
6. The allocation of the National Talent Fund is carried out by the Public Foundation for Education in accordance with the two-year action programme of the National Talent Programme, in consideration of the professional guidance of the National Talent Co-ordination Board.

PRINCIPLES OF THE ESTABLISHMENT AND OPERATION OF THE NATIONAL TALENT CO-ORDINATION BOARD

1. In order to monitor the programmes designed to implement the National Talent Programme to support talents and to increase their efficiency, the Government creates the National Talent Co-ordination Board (hereinafter: the Board) with the participation of the public administration bodies concerned, the representatives of science, and the economic actors and civil organisations interested in talent development.

2. Functions of the Board:

- (a) monitoring of the implementation of the National Talent Programme; contribution to the preparation of the bi-annual Parliamentary report on the National Talent Programme;
- (b) monitoring of the operation of the National Talent Fund; proposals concerning the allocation of the National Talent Fund resources to support in the interest of the provision of priority assistance to talent identification, election and support; to the various forms of the recognition of the talented persons and their masters and the programmes teaching these and to self-development, contact-building, self-organisation and the assumption of social responsibility by the talented youth;
- (c) proposals to harmonise public, municipal, Church and civil talent support work carried out in Hungary;
- (d) proposals for research projects to investigate the efficiency of talent development and the allocation of resources available for this purpose; specification of efficiency-enhancing proposals on the basis of the research results;
- (e) expression of opinions on government decrees and programmes affecting talent support;
- (f) development of proposals for legislative, organisational and professional solutions of relevance to talent support;
- (g) adoption and publication of positions on issues of relevance to talent support;
- (h) promotion of the co-operation of domestic and cross-border Hungarian talent support activities;
- (i) dissemination of the achievements of Hungarian talent support activity within the European Union and in other countries;
- (j) development of and support to programmes to enhance social support to talent support.

3. The president of the Board is the minister responsible for education; the associate presidents are the president of the National Talent Support Council, the Member of Parliament delegated by the Parliamentary Committee for Education and Science and the President of the Hungarian Academy of Science. The selection of the Board members and the rules of operation of the Board shall be determined on the basis of the propositions of the president and associate presidents of the Board.

4. The funds to cover the costs incurred by the organisation supporting the work of the National Talent Co-ordination Board in connection with this task shall be projected to the debit of the Talent Fund.