

HUNGARY

with the contribution of Andrea Petö

I. The education system

A. General information about the education system and its legal framework

Principles and general objectives of education

For the principles and general objectives of education, the diagram of the education system and current reforms in secondary and tertiary education see the full version of the country report at the ITT website (<http://www.itt-history.eu>) and the Eurydice database: Eurybase - The information database on education systems in Europe (<http://www.eurydice.org>)

Laws and other basic regulations concerning education

Laws and regulations for initial teacher training¹

Structure of the education system

The education system is:

comprehensive until (student age)

Pupils starting their studies in school year 1989-90 must continue until the age of 18; pupils starting before this time must continue until the age of 16.

Compulsory full time education

up to student age of 16 or 18 years

School leaving age:

student age 16 or 18 years

Population by educational standard²

Population aged between 25 and 54 years by highest educational standard (school leaving or graduation) in percentage:

	Male	Female	Total
below secondary II [ISCED 2]			35%
secondary II [ISCED 3]			21%
post-secondary, non-tertiary [ISCED 4]			17%
tertiary I [ISCED 5A/6] and tertiary II [ISCED 5B]			12%

B. Statistical data

Teachers, students, history students, trainee teachers, trainee history teachers, teacher trainers

Pupils

Pupils in	Male	Female	Total
Lower secondary general education	472 875	450 296	923 171
Lower secondary vocational education	82 195	51 773	133 968
Upper secondary general education	98 447	133 952	232 399
Upper secondary vocational education	144 180	142 894	287 074

¹ All of the laws and basic regulations can be found at: <http://www.oki.hu/kiadvany.php?kod=Jelentes2003>. Retrieved 28 March 2006, at page 379-382.

² The data is from the year 2001, and is for the total population. Unfortunately we have no information for gender breakdown. Source: www.oki.hu. Retrieved 28 March 2006 (Review of educating system 2003).

• Ratio of upper secondary graduates to total population at typical age of graduation

	Male	Female	Total
Ratio of upper secondary graduates to total population at typical age of graduation	n/a	n/a	56% ³

*Students*⁴

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	165 639	215 921	381 560

• Students per institution

Institution/ ISCED	Male	Female	Total
Vocational programme, ISCED 5B	2 426	3 702	6 128
Universities, ISCED 5A	58 981	65 625	124 606
Colleges of higher education and teacher training colleges, ISCED 5A	89 041	127 540	216 581
Professional further training, ISCED 5A	10 998	15 817	26 815
PhD, ISCED 6	4 193	3 237	7 430

• New students in 2002/03

Institution/ ISCED	Male	Female	Total
Vocational programme, ISCED 5B			3 933
Universities, ISCED 5A			25 572
Colleges of higher education and teacher training colleges, ISCED 5A			70 949
PhD, ISCED 6			2 651

• Students graduating in 2002/03 per institution⁵

Institution/ ISCED	Male	Female	Total
Vocational programme, ISCED 5B			981
Universities 5A and colleges of higher education and teacher training colleges, ISCED 5A			50 505
Professional further training, ISCED 5A			8 889
PhD, ISCED 6			983

*Number of trainee teachers*⁶

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)			37 500

• Trainee teachers per institution

A)⁷

Institution/ ISCED	Male	Female	Total
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³ The approximate ratio of male and female students is 47%-53%. Source: www.oki.hu. Retrieved 28 March 2006 (Review of educating 2003).

⁴ Source: Statisztikai Tájékoztató: Felsőoktatás 2002/2003; Oktatási Minisztérium Közgazdasági Főosztály Statisztikai Osztály, Budapest 2003. 16. (Statistical Data. Higher Education. Ministry of Education, Section Dept. of Economics, subsection of Statistics 2003.)

⁵ Based on data for graduating students in 2002.

⁶ Only full-time education. Source: Jelentés a magyar közoktatásról 2003 (szerk.: Halász Gábor és Lannert Judit). Országos Közoktatási Intézet, Budapest, 2003. 526. (Report on Hungarian educational system).

⁷ Only full-time education, *including kindergarten teacher training colleges.

Universities, ISCED 5A			11 880
Colleges of higher education, ISCED 5A			3 200
Teacher training colleges, ISCED 5A*			15 400

B)⁸

Institution/ ISCED	Male	Female	Total
Universities, ISCED 5A	4 160	5 266	9 426
Colleges of higher education and colleges of higher education, ISCED 5A	13 214	35 126	48 340

• New trainee teachers in 2002/03⁹

• Trainee teachers graduating in 2002/03 per institution¹⁰

Institution/ ISCED	Male	Female	Total
Universities, ISCED 5A	1 708	4 143	5 851
Colleges of higher education and teacher training colleges, ISCED 5A	2 439	8 801	11 240

History students

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5)	2 374	2 059	4 433
PhD, ISCED 6	174	146	320

• History students per institution¹¹

Institution/ ISCED	Male	Female	Total
Universities, ISCED 5A	2 374	2 059	4 433
PhD, ISCED 6	174	146	320

• History students graduating in 2002/03 per institution¹²

Institution/ ISCED	Male	Female	Total
Universities 5A	374	447	818

⁸ Excluding teachers of art; excluding students in arts and science faculties who decide during their university years if they want to enrol in teaching training modules. Numbers mean participation. If somebody is taking two majors, it doubles the number of participants. So the number of participants is bigger than the number of enrolled students.

The explanation of the different data is that from the statistics it is not clear if the student enrolled in that major will become a teacher or not. The students decide during their university years if they want to receive a teaching degree.

It is difficult to obtain data since it is not clear which major offers exclusively a teaching degree and in the colleges there are also majors offering university degrees.

Source: Statisztikai Tájékoztató: Felsőoktatás 2002/2003; Oktatási Minisztérium Közgazdasági Főosztály Statisztikai Osztály, Budapest 2003. 23-24. (Statistical Data. Higher Education. Ministry of Education, Section Dept. of Economics, subsection of Statistics 2003.) Interview with Dr. Havady Tamás Ministry of Education.

⁹ It is impossible to determine if a major is a teacher training major.

¹⁰ Data for graduating students in 2002.

¹¹ Training of historians takes place exclusively at universities. History students in the faculty of arts decide during their studies if they want to be teachers or historians. 67-69% of university students majoring in history are enrolled in teacher training. (source: interview of Dr. Havady Tamás in the Ministry of Education).

¹² ISCED category 5 means history and archaeology. Students and trainee teachers of arts faculties together. Data for graduating students in 2002.

Trainee history teachers¹³

	Male	Female	Total
Post-secondary and tertiary education (=ISCED 4, 5 and 6)	982	1 409	2 391

• Trainee history teachers in state, non-state (private) and church institutions

Institution/ ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Teacher Training Colleges	n/a	n/a	n/a	n/a	n/a	n/a	10	20	30

• Trainee history teachers graduating in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities, ISCED 5A	330	397	727
Teacher training colleges, ISCED 5A	163	333	496

Teacher trainers in general and history teacher trainers

• Number of teacher trainers¹⁴

	Male	Female	Total
Post-secondary and tertiary education (=ISCED 4, 5 and 6)			23 151

• History teacher trainers in state, non-state (private) and church institutions¹⁵

Institution/ ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities, ISCED 5A	n/a	n/a	n/a	n/a	n/a	n/a	358	304	662
Teacher training colleges, ISCED 5A	n/a	n/a	n/a	n/a	n/a	n/a	10	20	30

Teachers in general and history teachers¹⁶

School level	Number of teachers	Number of history teachers
Primary	89 035	N/A
Lower secondary vocational	9 305	N/A
Upper secondary general	17 128	N/A

• Number of teachers in school

School level	Male	Female
Primary	11 948	77 087
Lower secondary vocational	4 516	4 789
Upper secondary general	5 006	12 122

¹³ The data refers to the number of history teachers in teacher training colleges. Students in university arts faculties decide during their study if they want to be teachers so the author counted them as students of history.

¹⁴ Entire faculty, not just teacher trainers.

¹⁵ Church institutions receive the same support as institutions run by the state or foundation. It cannot be determined whether students of higher education are trainee teachers and/or arts students, if the majors have a teacher training part.

¹⁶ For primary: In Hungary general schools are standardised (from the age of 6 to 14). Source: www.om.hu. Retrieved March 28. Annual book of educating statistics 2002/2003.

• Number of teachers in state and non-state schools¹⁷

School level	State (public) schools	Non-state (private) schools
Primary	85 840	4 454
Lower secondary vocational	7 412	570
Upper secondary general	13 465	3 380
Upper secondary vocational	18 291	1 159

Financing

The annual expenditure per history student by universities is €880. The costs of a history student are average compared with the average annual cost of a student.¹⁸

The exact annual cost of a history teacher trainee is €720. The costs of a history teacher trainee are average compared with the average annual cost of a teacher trainee.¹⁹

Feminisation

During the last five years, there has been an increase of 56.62% in female students.

II. Initial training

A. Training institutions

Institutions involved in ITT

Institution	For which school level
Universities	ISCED 2, 3
Teacher training colleges	ISCED 2

Main purposes of institutions

Institution	Purpose
Universities	Education of researchers and teachers (therefore both practical and theoretical)
Teacher training institutes	Emphasis on practice

Faculties in charge of ITT

Institution	Faculties
Universities	History, Education/Pedagogy, Psychology

TT institutions are required to meet legal standards set by

The state (including government).²⁰

Number of training institutions

providing a training programme for initial teacher training (general)

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
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¹⁷ The data is from 2001/2002. The non-state schools here are run by private entities, churches and foundations. Note for primary school: In Hungary the general schools are standardised (from the age of 6 to 14). Source: www.oki.hu. Retrieved 28 March 2006. (Review of education 2003).

¹⁸ The support is the same as majors in social sciences but lower than natural sciences.

¹⁹ The support is the same as majors in social sciences but lower than natural sciences. Source: the amount is the cost of teaching support, their additional support for maintenance costs (€120) and additional support for teacher training (€200).

²⁰ Universities and teacher training institutions are required to meet legal requirements laid down by the Accreditation Committee.

Universities (ISCED 3)	19 (4)	2	21 (4)
Colleges of higher education (ISCED 2) ²¹	3 (12)		15
Teacher training institutes (ISCED 2)	5		5

providing a training programme for initial training of history teachers

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities (ISCED 3)	5 (0)		5
Teacher training institutes (ISCED 2)	3 (0)		3

B. The structure of ITT: model/qualification/institution/graduation

Initial training of history teachers as a subject of secondary or tertiary education

History teaching is studied (and taught) at:

University of Pécs, ISCED 2-3; ELTE History Institute, ISCED 2-3

The structure of ITT is:

concurrent (at all institutions/universities).

Length of studies/training

• Form of graduation and allocation of years for ITT of history teachers

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
Teacher training institute, ISCED 2 (for primary schools)	written and oral	oral	4	BA	Students have to write a diploma thesis in history as their major subject and in teaching (8-10 pages).	None, admission at the end of study
University, ISCED 2,3 (for lower secondary schools)	examination		5	MA		
Teacher training college, ISCED 2 (for lower secondary schools)			4	BA		
University, ISCED 3 (for upper secondary schools and upper secondary vocational schools)			5	MA		

• Form of graduation and allocation of years for teaching EDC/civic education in secondary general schools

For admission to teach EDC, students receive the same degree and follow the same curriculum as that for history teaching.²²

Standards for ITT

• Professional profile

There is no professional profile for history teachers in Hungary. Although there is no official professional profile for history teachers, one example is mentioned here from Pécs. There it is

²¹ Colleges of higher education refer to the Hungarian 'főiskola', which are not specialised teacher training institutes.

²² Dr. Várkonyi Gábor (ELTE) states that the composition of EDC teaching has not been discussed and unified in Hungary. He refers to the new Hungarian law dealing with this field of teacher training, mentioning that the category of EDC teaching is not a scientific discipline, since it is a mixture of different disciplines. He states that a total renewal of the existing system of history education at universities is needed in Hungary.

Source: Dr. Fischerné Dr. Dárdai Ágnes (Pécs), personal communication, 6 July 2004. Dr. Várkonyi Gábor (ELTE), personal communication, 19 July 2004

the students' responsibility to create and produce an informal professional profile with reference to their needs and requirements.

- Certification system (qualified teacher status)

There is no process of certification after finishing studies of history teaching (e.g. qualified teacher status).

• Core curriculum

There is a common/core curriculum for all institutions of initial training for history teachers in Hungary.²³

– General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the ministry of education.

– Coordination of curricula

Curricula of different institutions are not coordinated. Curricula of the same institutions are also not coordinated.

Training at universities

• Curriculum

The current curriculum dates from 2004 (year of implementation) and will be replaced by a new curriculum in 2009 (year of replacement).²⁴

• The aims of IT for history teachers²⁵

The general aim of teacher training is to provide general and scientific education for future teachers. The future teachers should possess high education including practical and theoretical knowledge, psychological, pedagogical and general education. They also have to be familiar with IT, labour law and children's rights. They are able to apply their scientific knowledge from a pedagogical point of view. They are ready to get to know their students, to appreciate them and to develop their identities. They are able to direct the students inside and outside the lessons and they are also prepared to apply effective pedagogical methods. They are ready to develop and renew their knowledge constantly.

²³ The question is not relevant for Hungary. Decree 129/2001 (VII.13.) may function as the core curriculum, but because of the autonomy of the institutions, each university is responsible for the development and production of its own curriculum.

²⁴ Each university programme is obliged to meet the accreditation criteria every five years. Because of the changing structure of the Hungarian higher education system, there is a transition between the two systems, the old one and the new one that will replace it next year in harmony with the Bologna process. There is no official agreement on the future curriculum of teacher training at higher institutions in Hungary. For example, Dr. Fischerné Dr. Dárdai Ágnes has made up a curriculum for history teaching at the University of Pécs this year that will meet the requirements of the Bologna process next year.

²⁵ Source: A tanárképzés programja (The teacher training programme) For Faculty of Arts, Science and Fine Arts at the University of Pécs (2003/2004) (The document was provided by Dr. Fischerné Dr. Dárdai Ágnes).

- The content of initial training for history teachers²⁶

- The coursework in history teacher training

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	Other
University	60-70%	20%	5%	5%	N/A

These courses are always separate.

- Training of history competencies²⁷

The history curriculum is the same for students who want to become teachers and for students who want to become historians/researchers.

1. University of Pécs

Chronological structure	70%
Thematic structure	30%

2. ELTE

Chronological structure	60%
Thematic structure	35%
Other	5%

3. ELTE History Institute, teacher training college²⁸

Chronological structure	75%
Thematic structure	25%

– Ratio of political, social, economic and cultural history

1. University of Pécs

Political history	50%
Social history	30%
Economic history	10%
Cultural history	10%

2. ELTE

Political history	50%
Social history	30%
Economic history	10%
Cultural history	10%

²⁶ List of the courses printed by the universities. And list retrieved 26 July, 2004, from <http://www.btk.pte.hu/media/letolt/tanrend/>. Retrieved 28 March. Dr. Katona András(ELTE), personal communication, 7 July 2004 and documentation provided by him. Dr. Szabolcs Ottó (ELTE), personal communication, 26 July 2004-07-29. Dr. Fischerné Dr. Dárdai Ágnes (Pécs), personal communication, 6 July 2004.

²⁷ This question is not relevant for ELTE History Institute Teacher Training College, and usually teacher training colleges.

²⁸ The general history courses in the curriculum are based on chronological structure, which makes up 75% of the whole education. 25% of the history classes are theme-structured, including courses such as archeology, introduction to history.

– In the history courses, the following approaches are²⁹

Very important: multi-perspective; important: problem-oriented, teaching by example, multicultural; not used at all: bilingual

– Training in historical methods during general courses³⁰

Focuses a lot on: quantitative analysis; focuses on: project work, working in and with archives; barely focuses on: statistics, qualitative analysis, hermeneutics of history, discourse analysis; does not focus on: action research

– Training of subject history didactics/methodology³¹

The following competencies are explicitly emphasised in training:

Textbook analysis, analysis of curricula, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), organising project work, use of media, use of information technology, training of teamwork, training of key qualifications, interdisciplinary cooperation, multicultural aspects, conflict resolution and conflict management

Trainee history teachers are trained to implement the results of new historical research in the classroom. One example is textbook analysis during history didactics lessons. They are also trained to use research methodology in the classroom.

– Courses in subject (history) didactics

Courses in the ELTE History Institute, College Department, are taught from the third year on in the following system:

3rd year/1st semester: theoretical perspective of methodology, lecture, twice a week; curriculum and textbook analysis, seminar, twice a week

3rd year/2nd semester: theory and methodology of social history, lecture, twice a week; textbook analysis, seminar, twice a week

4th year/1st-2nd semester: 20 hour-long practice in the schools

It should be noted that the history didactics classes are complemented by lessons spent in the schools, during which students monitor lessons, get to know the schools and the teachers, share their experiences, etc. Because of the Bologna process and some changes within the university, the structure is changing: there will be two seminars instead of one lecture and one seminar in the second semester of the third year. In the first semester of the fourth year there will be four optional seminars offered, among which students are required to choose. These are: theory of history as a subject, theory of curricula, textbook-writing practice.

• Educational sciences, general didactics, pedagogy

The following courses are part of the curriculum:

Theories of education, theories of teaching, theories of didactics, developmental psychology, learning psychology, professional development, organisational development of school, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), organising project work, use of media, use of information technology, interdisciplinary cooperation

²⁹ Example: ELTE History Institute, College Department.

³⁰ Ibid.

³¹ Ibid.

General didactics courses that are part of the curriculum:

History of education: an introduction (2 lectures, 1 seminar); psychology: an introduction, (2 lectures, 1 seminar); psychological training (2 seminars); developmental psychology (1 lecture, 2 seminars); school training; theory and practice of education (1 lecture, 2 seminars); theory and practice of teaching (3 seminars in 2 semesters); pedagogical social psychology (3 seminars in 2 semesters); course-unit examination, pedagogy; microteaching; special courses, 4 semesters; teacher thesis and colloquium

- Practical training during universities studies

Students are required to spend 20 hours practical teaching in the schools, in total 15 lessons in practical training, during which they teach lessons alone, get feedback from the advisory teachers and peers, share their experiences, and practise self-reflection.

Practical training is present in the students' life from the beginning, meaning that from the first year they constantly visit schools, monitor school lessons and are asked to reflect on each others' and their own teaching practices. This means a constant orientation from psychology to history didactics until the last years.

– Institutional links between universities and other institutions to accomplish practical training during university studies

There are no institutional links (forms of cooperation) between universities and other institutions to accomplish practical training during university studies.

– Forms of practical training during studies at universities

Micro-teaching	students are required to teach twice
Mini-labs	using video, and cameras to produce materials for the lessons
Training in schools	150 hours
Other	observing peers' or advisory teachers' lessons, consultations, or taking part in school life, e.g. canteen

– Relation between theory and practice

There are established forms aimed at relating theoretical production in (history) subject didactics to the practical work of history teaching in the classroom. Theory is 40% of the total education, whereas practice is 60%. One example is textbook analysis. In seminars students analyse textbooks, and the lecture provides the theoretical background for the analysis.

Postgraduate initial training (PG-ITT) for history teachers

There is no obligatory postgraduate initial training for history teachers in Hungary who wish to teach history in primary and secondary schools.

- Structure of PG-ITT

Structure	Obligatory length of PG-ITT
PG-ITT at universities	2, 3 years
PG-ITT at teacher training colleges	2 years

- Institutions involved in PG-ITT for history teachers

Universities and teacher training colleges (for admission to ISCED 2 and 3)

- Number of institutions for PG-ITT

Six universities, two teacher training colleges

- Core curriculum for PG-ITT

There is no common/core curriculum for PG-ITT for all institutions involved.³²

- General guidelines for PG-ITT

General guidelines for the conception of PG-ITT come from the Ministry of Education.

- Coordination of PG-ITT curricula of different institutions

Curricula of different institutions are not coordinated.

- Coordination of PG-ITT curricula of the same institution

Curricula of the same institution are not coordinated.

- The curriculum of PG-ITT for history teachers

The current PG-ITT curriculum dates from 2004 (year of implementation) and is going to be replaced by another curriculum in 2009.

Curriculum at ELTE

Students are required to take two examinations (courses are optional) each semester to have two grades from two selected courses.

1st semester: Humans and the region (20 theoretical and 6 practical lessons), people and ideas (8 theoretical and 4 practical lessons), social history (12 theoretical and 2 practical lessons), cultural history and communication (20 theoretical and 8 practical lessons)

2nd semester: Economic and social structures (14 theoretical and 2 practical lessons), sociology (14 theoretical and 2 practical lessons), economic structures (22 theoretical and 8 practical lessons), the financial and producer sphere (20 theoretical and 8 practical lessons)

Besides a general and broad theoretical framework, this also provides economic and sociological knowledge about Hungarian society, in comparison with Europe (20-25% of the total education)

3rd semester: Constitutional history (22 theoretical and 6 practical lessons), ethics, law, jurisdiction (18 theoretical and 8 practical lessons), defence and the army (8 theoretical and 2 practical lessons), culture and ways of life (12 theoretical and 4 practical lessons)

Special emphasis is placed on the rights of the citizen, and also on ethical, religious, multicultural, minority and educational points of views.

4th semester: I. Pedagogy and subject methodology (15-20%):

Individuals and society (16 theoretical and 12 practical lessons), syllabus, education and training (14 theoretical and 14 practical lessons), social motivation and the information system (5 theoretical and 6 practical lessons), schools and the society (5 theoretical and 8 practical lessons)

II. Practical training (70 lessons):

Educational management (10 theoretical and 10 practical lessons), EDC (10 theoretical and 10 practical lessons), producing curricula (10 theoretical and 10 practical lessons), individual and group work

- Coordination of courses in PG-ITT

Academic courses, general pedagogy, subject didactics, and practical training in PG-ITT for history teachers are always separated.

³² Though there is no core curriculum; each university has developed a curriculum of its own that deals only with its own courses based on the requirements of the Accreditation Committee.

– Extent of practical training

There is no practical training, since all teachers taking part in the programme are experienced teachers teaching in schools.

- Induction

There is no obligatory form of induction for newly employed history teachers.

Minority and gender issues, multicultural aspects

- Minority issues

During the whole period of studies, approx. 1-2% (University of Pecs) of time is devoted to minority issues in history.³³

Form and content of courses: Minority issues are included in mainstream history education; no separate or special percentage exists.

- Gender issues

Example of form and content of courses:

Women's education in the enlightenment and reform era in Hungary (for history students)

Women's history in the eighteenth and nineteenth centuries

- Multicultural aspects

The ITT curriculum is designed to prepare trainee teachers for teaching history in the context of a multicultural society.

Professional competencies

The following professional competencies are explicitly emphasised in training:³⁴

	History courses	general didactics	subject didactics	Practical training
Capacity to think in historical categories and to relate information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity to relate current events or information to historical processes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to comment, annotate or edit historical sources and documents correctly according to the critical canons of history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to organise complex historical information in coherent form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Research skill in history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Capacity for applying historical knowledge in practice	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

³³ Both Dr. Knausz Imre and Dr. Katona András think that minority issues are included in mainstream history education. According to Dr. Várkonyi Gábor (ELTE) because of the characteristics of Hungarian history, history education is inevitably multicultural. Dr. Várkonyi also refers to the fact that departments at ELTE are very different. For example, in the Department of Cultural History the number of lessons dealing with minority issues is above average because of the characteristics of the department. Source: Dr. Fischerné Dr. Dárdai Ágnes (Pécs), personal communication, 6 July 2004; Dr. Katona András (ELTE), personal communication, 7 July 2004; Dr. Knausz Imre (Miskolc), personal communication, 15 July 2004; Dr. Várkonyi Gábor (ELTE), personal communication, 19 July 2004.

³⁴ Dr. Katona András mentions that there may be some differences in the amount of time spent on developing research abilities because of the different profiles of colleges and universities, meaning that colleges are more practice-centred. Source: Dr. Katona András (ELTE), personal communication, 7 July 2004; Dr. Szabolcs Ottó (ELTE), personal communication, 26 July 2004.

Critical and self-critical abilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interpersonal skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Planning and organising lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring/social dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Training of teamwork	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications (social and communicative skills)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary cooperation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

• Scale of professional training³⁵

Training of teamwork (e.g. group work of students; team teaching)	0-5%
Training of key qualifications (self-reflection, social and communication skills, organisational skills)	10-20%
Training of Interdisciplinary cooperation	5-15%
Training for planning and organising lessons	20-30%
Training for teaching through directive structure	10-20%
Training for interactive teaching (e.g. group work)	5-10%
Training for organising project work	15-20%
Training for the use of feed back in classroom	5-10%
Training for reflection and self evaluation of courses	5-10%
Training for monitoring/social dynamics	5-15%
Training for use of media	1-10%
Training for use of information technology	1-5%

• Information technology and e-learning³⁶

There is technical support for the use of information technology at teacher training institutions	yes
There is didactical support for the use of information technology at the teacher training institutions	yes

During the whole period of studies, approx. 2% of time is devoted to training for the use of new media/information technology.

Form and content of courses: There is one course in the education programme called education technology in which students are prepared and educated to use and produce audio-visual equipment and materials, though they may use the computer/Internet individually.

Evaluation of ITT-courses

• Official evaluation of training courses by the training institutions

There is no official evaluation of training courses by the training institution.

• Informal evaluation of their courses by the trainers

There is an informal evaluation of their courses by the trainers.

³⁵ Dr. Szabolcs Ottó states that these categories could not be considered as strictly separate ones, but they function together, and in that way they make up the 100%.

³⁶ No percentages could be given. Students have access to computers during ITT teaching, but the equipment is poor, or sometimes there is no equipment.

Its form absolutely depends on the teacher.

C. The students

Training of key competencies

- History teacher training emphasises these key competencies:

Institution / ISCED	academic qualification	didactic qualification	psychological qualification	juridical / institutional qualification	other qualification
University / ISCED 2-3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher training college/ISCED 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- Kind of learning environment in which training of these key competencies takes place:

	academic qualification	didactic qualification	psychological qualification	juridical qualification	other qualification
Individual studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Group work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participation of students in planning and organisation

Trainee history teachers are involved in the planning and organisation of the curricula, academic courses, didactics courses and subject didactics courses. Training in curriculum-writing has been a new challenge for teacher trainers since 1998.

Students have been required to take part in producing curricula and related documents since 1998. Students are also involved in the planning and organisation of the curricula, academic and didactics courses, and also the training practice through the council representing students' interests.³⁷

International mobility

In Hungary, there are ITT programmes explicitly designed to foster the international dimension of teacher education. In cooperation with the Driestar Teacher Training College, Károli Mihály University, the College Department of ELTE History Institute took part in the Dutch MATRA project, involving both lecturers and students. Trainee history teachers participate in Erasmus, Socrates, Peregrináció and Soros.³⁸

D. Trainers

The trainers

- Professional groups involved in ITT for history teachers: historians, advisory teachers in schools and/or universities, psychologists, pedagogues, didacticians

- Coordination of these groups
These groups are not coordinated.

³⁷ Example: ELTE History Institute, College Department.

³⁸ Ibid.

Forms of cooperation: Though there is no formal cooperation among these participants; history didacticians usually work together and have consultations with advisory teachers.

- Interdisciplinary cooperation between these groups
There is interdisciplinary cooperation between these groups.

Kind of cooperation:

- Coordinated by the curriculum

The cooperation is regulated by the curriculum of the institution. Since parts of the curriculum are founded on each other, it is essential that participants in teacher training discuss matters with each other. However, the interviewees stressed that there is minimal cooperation between the participants.

Structure of personnel in training courses

The following participants run the courses:

1. advisory teacher/ a team of university lecturers/trainers – 1 students/students
2. tutors - students

E. Training of teacher trainers

In-service training

There is no possibility of in-service training for teacher trainers at universities. Although there is no official in-service training, it may take place in the form of a PhD course run by the university. Dr. Szabolcs Ottó states, however, that PhD training is not a form of in-service training because it trains for the theoretical field and, in addition, there is no PhD in methodology of history.

Specific training

There is no possibility for specific training for history teacher trainers, since there is no specific programme, e.g. a PhD programme, for history teacher trainers. Teacher trainers who wish to improve their knowledge may take part in PhD education programmes either in history or in pedagogy, and do so individually.

- International mobility of history teacher trainers

History teacher trainers are encouraged to participate in international research or exchange programmes. At ELTE, these projects are carried out individually. At Pécs, Dr. Fischerné Dr. Dárdai Ágnes is involved in two Socrates programmes, the Feldkirch Pedakt, and in Braunschweig, both involving both students and lecturers.

III. History teaching in primary and secondary schools

A. The subject

Basic information about history as a subject in secondary school education (student ages 10-18/19):

- History as a school subject³⁹

School level	Full name of the subject
ISCED 1 – primary school (age 4/7 – 10/12)	Social studies in language and literature
ISCED 2 – lower secondary general school (age 10/12 – 14/16)	History and civic education, Social studies, ethnography

³⁹ Source: www.om.hu. Retrieved 28 March. (Frame curriculum, OM, 1999, modified in 2003).

ISCED 2 – lower secondary vocational school (age 10/12 – 14/16)	History and civic education, social studies
ISCED 3 – upper secondary general (age 14/16 – 18/19)	History and civic education, social studies, philosophy
ISCED 3 – upper secondary vocational school (age 14/16 – 18/19)	History and civic education, social studies

• Separate subject

Is history a separate subject?

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 1 – primary school	no	language and literature	approx. 10%
ISCED 2 – lower secondary general school	yes	n/a	n/a
ISCED 2 – lower secondary vocational	no	history and civic education, social studies	60%
ISCED 3 – upper secondary general	yes	n/a	n/a
ISCED 3 – upper secondary vocational school	yes	n/a	n/a

• History curriculum in school

The Hungarian curriculum is concentric: The pupils learn about history for the first time in primary school (age of 10-14), then in secondary school (age of 14-18), they learn the same periods again on a higher level.

– Aims and content of the subject in primary school

Establishing and maintaining human relationships, improving communication abilities, developing an emotional attachment to the country's history.

– Aims and content of the subject in lower and upper secondary general school

Gaining basic knowledge and skills, fostering national and European identity, reviewing Hungarian and world events from prehistory up to the present day.

– Aims and content of the subject in lower secondary vocational school

Knowledge of the important events in national history, improving abilities in society. Important events in Hungarian history and society.

– Aims and content of the subject in upper secondary vocational school

Gaining knowledge and improving skills, partly by learning facts, data, concepts and processes, reviewing Hungarian and world events from prehistory to the present day.

– The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/ history courses

Local history ⁴⁰	-
Regional history	5 % (approx.)
National history	55% (approx.)
European history	30% (approx.)
World history	10% (approx.)

⁴⁰ For local history: schools can manage this task with the free available number of lessons. They regulate this in their local curriculum. They can use this time to study local history too.

Local history: Awareness of local sights and history, knowing the connection between local and national history.

Regional history: The history of Hungary and areas of the Habsburg empire. It is called regional history because these areas today belong to neighbouring countries.

National history: Hungarian people and nation, from its beginnings until today.

European history: Development of European history, and the history of the more important European countries, from their beginnings until today.

World history: Introduction of the important events in European and non-European world, and their consequences.

– The ratio of political, social, economic and cultural history in the school curriculum for the whole period of compulsory lessons/ history courses

Political history	50% (approx.)
Social history	20% (approx.)
Economic history	20% (approx.)
Cultural history	10% (approx.)

Political history: events, states, laws and institutions. (e.g. government systems, human rights, parliament)

Social history: lifestyle and mentality. (e.g. home, clothing, religious thinking)

Economic history: economic, technology and ecology. (e.g. mercantilism, industrial revolution, river control)

Cultural history: culture, ideas and history of religion. (e.g. Renaissance, Enlightenment, Reformation)

– The relationship between history and other (school) subjects

History is taught as a single subject in lower secondary⁴²

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
History is taught as a single subject	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
History is taught in a fixed combination (e.g. geography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History is taught as an integrated subject (e.g. history and social studies)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History is taught under the umbrella of a broader subject (e.g. social studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁴² For “History is taught as a single subject”: In Hungary, history always includes civic education.

For “History is taught as an integrated subject”: This subject in primary schools is language and literature; in lower secondary vocational schools it is history and social studies.

For “History is taught under the umbrella of a broader subject”: only in a few, alternative, mostly privately run schools, as an experiment.

– Subjects taught at school

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
Geography	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social studies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cultural studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Human rights education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Others: Ethnography	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Comparison: school curriculum vs. ITT

There are no important differences between topics studied in ITT and topics which must be taught in school according to the curricula. In higher education, the history curriculum contains a review of Hungarian and world history events from prehistory to the present day by stories. This review is chronological and it focuses on political history. The seminars offer some options to vary from this linear approach.

There have been important changes during the last ten years within the field of history teaching in Hungary. These changes in history teaching directly affect ITT.

• Future developments

Following changes in history are expected:

Following the introduction of the core curriculum in 2004, schools can now choose local curricula. (The new core curriculum will be introduced in September 2005)

B. History teachers in schools

Socioeconomic situation of history teachers

• Job opportunities

In 2002, graduates had to wait before they could get a job as a history teacher. Due to the expansion of the higher education system (1996-2000), some graduating history teachers cannot get a job in the profession (some of them would prefer not to work as history teachers). Exact figures are not known, however.⁴³

Salaries

In 2002, a full-time secondary school teacher earned an above-average income compared to all wage-earners⁴⁴.

• Number of history teachers newly employed in 2002

In 2002-2003, there was an increase in the number of graduating history teachers, while the number of the pupils (and the schools) was decreasing. Probably most of these graduates will not be able to work as teachers in the future. There are a number of unemployed history teachers.

• Future developments

The number of available jobs will not or will only insignificantly change. The number of the pupils and the schools is slightly decreasing, but the range of duties of history teachers (new areas such as ethnography, ethics, social studies are being introduced) is increasing.

⁴³ Source: Association of History Teachers

⁴⁴ Source: www.ksh.hu. Retrieved 28 March (wage-earners).

- Age distribution

- The average age of history teachers in primary and secondary schools⁴⁵

School/ ISCED	<30	31-40	41-50	50>
ISCED 1, ISCED 2	14%	27%	36%	23%
ISCED 2, ISCED 3	17%	24%	30%	29%

- Age of employment/retirement

- History teachers normally get hired in primary and secondary schools at the start of their careers.

- Age at which history teachers normally retire from teaching in primary and secondary schools ⁴⁶:

School/ ISCED	Female	male
ISCED 1, ISCED 3	58	62

- Salaries/age

- Average salaries of history teachers in euros per level of qualification⁴⁷:

School/ ISCED	< 30 years	50 > years
ISCED 1, ISCED 2	414	566
ISCED 3	484	656

- Relation between school and university

- a) Institutional links and forms of cooperation:

- Contract between institutions: Teacher training colleges and universities carry out teaching practice in primary and secondary schools. In these institutions, the teacher's duty is to improve the graduate's teaching practice.

- b) Contract between an institution and an individual (lecturer, advisory teacher): Many teachers specialising in methodology teach methodology courses at colleges and universities. College and university lecturers often write course books for primary and secondary schools. College and university lecturers present practical training programmes. Often, they are members of curriculum committees.

- Legal framework: There is a contract between the institutions, but it is not regulated, and cooperation is sporadic.

- Status of history and history teaching in society

- Rank of studies

Arts, humanities and theology	8
Social sciences	6
Educational sciences	9
Juridical sciences	1
Natural sciences	7

⁴⁵ All of the data on average ages refers to all teacher positions, not only history teachers! Note for ISCED 1 and ISCED 2: In Hungary primary schools are standardised (from the age of 6 to 14) Note for ISCED 2 and ISCED 3: This means lower and upper secondary vocational and upper secondary general schools. Source: www.oki.hu. Retrieved 28 March (Report from the Hungarian education 2003).

⁴⁶ The retirement age for women is gradually increasing from 55 to the age of 60. Source: Association of History Teachers.

⁴⁷ Data from 2002 in euros. An average personal allowance is added to the salaries. Source: www.pdsz.hu/aktualis/ber2002.html. Retrieved March 28.

Mathematics and computer related sciences	3
Medical sciences	4
Engineering and architecture	5

Reputation of history teaching on a scale from 0 (worst) to 10 (best): 3

There is an important historical reason: Communism degraded the teaching profession. (The central authorities wanted commissars.) When there was an opportunity, talented people had to search for other ways to make a living. Basically, the income in this job remains very low. Due to this fact, there are a large number of women history teachers. In 2002, the state raised teacher salaries by 50%.

Reputation of history on a scale from 0 (worst) to 10 (best): 7

In Hungary, history is a mandatory subject for graduation at the age of 18. Pupils do not favour scientific subjects (chemistry, physics, biology), because they are speculative, not practical. After the change of the regime (1989), history teaching lost its direct ideological function.