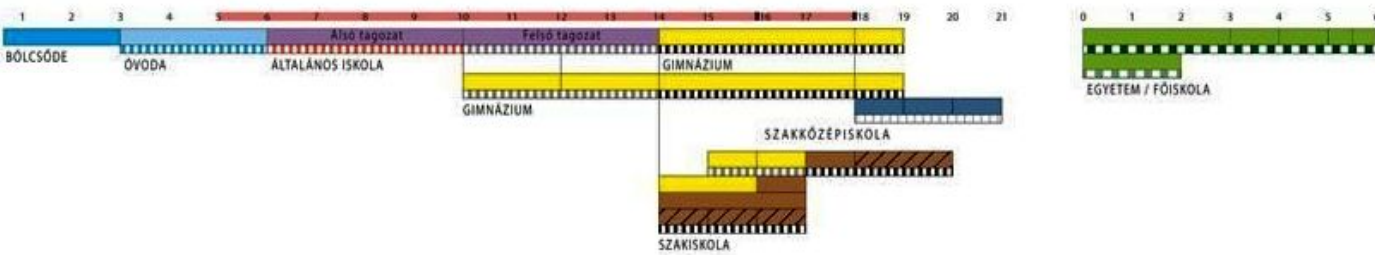


MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile HUNGARY		Resources; other usable data
Context – educational system	Overview	<p>In Hungary, schools are established and maintained by the state, legal entities (foundations, churches, etc.) as well as natural persons. The tasks related to administrative control and management responsibilities are shared among the central (national) government, local authorities and educational institutions. Overall responsibility lies with the <a href="#">Ministry of Human Resources</a>, which is in charge of education, culture, social affairs, health care, youth and sport.</p> <p>Participation in education is mandatory between the ages of 5 and 16.</p> <p>Since 2000, the content of teaching and learning at Hungarian schools has been determined by a system of <b>three-tier curricular regulation</b> as provided in the relevant act.</p> <p>The <b>National Core Curriculum</b> constitutes the highest nationwide level of content regulation.</p> <p>The National Core Curriculum in effect is made up of three structural units. Part I (Content regulation of public education and teaching and regulatory levels) determines the tasks and values of public education, and, within this, the common values affecting the whole teaching process (Developmental tasks – educational goals) and the fundamental principles of diversified organisation of learning adapted to the special needs of institutions and students under uniform regulations. Part II (Competence development, transmission of learning, building knowledge) interprets the key competences recommended by the European Union, the development of which is a complex cross-curricular task. Moreover, it defines the educational phases (primary phase, lower secondary phase, upper secondary education) and their functions, as well as it gives recommendations on the time frames to be spent on each domain of learning. In compliance with its genre (core curriculum) and following from its role in content regulation, the most extensive part of the document describes the material of the ten learning domains in a consolidated structure (Fundamental principles and goals; Developmental tasks; Learning domain-related content elements). The document thereby establishes the uniform content of public education. The third part of NCC contains the Glossary, which is a list of expressions and definitions relating to content regulation.</p> <p>The NCC is unique in that it does not specify in what subject structure the processing of learning domain-related content elements and fulfilment of developmental tasks should take place, but rather defines them in a structure of ten learning domains.</p> <p><b>Framework curricula</b> are intended to transpose NCC requirements and spirit into everyday practice form the medium level of the system of content regulation. The function of framework curricula is to operationalise the developmental tasks set by the NCC for each educational phase and to designate the public educational content to be learned. For each school type and educational phase, the framework curricula contain targets for teaching and educating children, as well as the system of subjects, the topics to be covered by the subjects, the content of each topic, the subject-related requirements for one or two grades, the tasks of developing fields of cross-curricular knowledge and skills, and the available compulsory or recommended time frames available for meeting these requirements.</p> <p>The minister responsible for education issues and approves the framework curricula. The framework curriculum packages issued in the autumn of 2012 as the annex to the decree of the Ministry of Human Resources on framework curricula were prepared by teachers teaching in the trade groups of learning domains under the coordination of the Institute for Educational Research and Development. The framework curricula cover all subjects of all school types and in the case of some subjects they provide the schools with the possibility to choose from them. Church operated schools and schools following an alternative programme may prepare their own framework curriculum according to the NCC, which becomes official upon their approval by the Ministry of Human Resources.</p> <p><b>Local curricula</b>, which form a compulsory part of schools' teaching programmes, constitute the third level of regulation. The local curriculum determines, in line with the tasks laid down in the school's teaching programme, the framework curriculum selected by the school from the framework curricula issued by the minister responsible for education and stipulates the use of up to 10% of the time frame available for compulsory and optional curricular activities specified in the framework curriculum.</p> <p>In most schools, subject-based education takes place in the form of 45-minute curricular lessons. School curricula are organized into subjects; however, the structuring of educational contents on an integrated or cross-curricular basis is still not typical.</p> <p>Amendment of the National Core Curriculum in 2007 has drawn the attention to the use of ICT in the learning of general education subjects. Prompted by the subsequent education development programmes and tool development projects implemented by the co-financing of EU, computer-aided learning is getting more and more common across the school system. As a concomitant requirement of tool development (typically procurement of interactive boards and provision of Internet access), these programmes have specified for teachers to take part in</p>	<a href="https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries">https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries</a>

		<p>accredited further training courses on the use of ICT tools in the support of learning. Partly due to this, more and more schools have living and continuously updated websites and web2 technologies, mobile phones, digital cameras or dictaphones in the implementation of the new methodologies of organizing learning (project, epocha, thematic week, etc.) are used in an increasing number of schools. The use of electronic curricula is supported by a national online educational portal, Sulinet Digitális Tudásbázis (<a href="http://www.sdt.hu">www.sdt.hu</a>).</p> <p>Textbooks are still the most common teaching aids with a rich choice available to teachers. Nevertheless, in December 2013 the Hungarian government introduced legislation to radically restrict freedom of choice regarding textbooks. Instead of encouraging market mechanisms and competition between textbook publishers, it seeks to establish its own authority. As of 1 January 2014 a market-based provision of textbooks completely ceased to exist, giving way to a system where the state regards this a public function and is in full charge of supplying school textbooks. In any particular year, schools can only order from a maximum of two officially listed textbooks per subject. From 1 September 2013 on, a system of free textbooks for all students will be phased in by the state starting with year 1 all the way to year 8.</p>																																				
Primary and lower secondary education	<p>Primary and lower secondary education (ISCED 1, 2) is organised as a single-structure system in 8-grade basic schools (typically for pupils aged 6-14, covering grades 1-8).</p> <table><tr><th>Learning Domain / Grade</th><th>1 to 4 Hours/week</th><th>5 to 8 Hours/week</th></tr><tr><td>Hungarian language and literature</td><td>7-7-6-6</td><td>4-4-3-4</td></tr><tr><td>Living foreign language</td><td>-</td><td>3-3-3-3</td></tr><tr><td>Mathematics</td><td>4-4-4-4</td><td>4-3-3-3</td></tr><tr><td>Human and society (history, civic studies)</td><td>-</td><td>2-2-2-2</td></tr><tr><td>Human in nature</td><td>1-1-1-1</td><td>1-1-1-1</td></tr><tr><td>Our Earth and environment</td><td>-</td><td>2-2-6-6</td></tr><tr><td>Arts</td><td>4-4-4-4</td><td>3-2-3-2</td></tr><tr><td>Information technology</td><td>-</td><td>0-1-1-1</td></tr><tr><td>Life style and practical skills</td><td>1-1-1-1</td><td>1-1-1-0</td></tr><tr><td>Physical exercise and sports</td><td>5-5-5-5</td><td>5-5-5-5</td></tr><tr><td>Available time frame for alternative use (school decides for what subject)</td><td>2-2-2-2</td><td>2-3-3-3</td></tr></table>	Learning Domain / Grade	1 to 4 Hours/week	5 to 8 Hours/week	Hungarian language and literature	7-7-6-6	4-4-3-4	Living foreign language	-	3-3-3-3	Mathematics	4-4-4-4	4-3-3-3	Human and society (history, civic studies)	-	2-2-2-2	Human in nature	1-1-1-1	1-1-1-1	Our Earth and environment	-	2-2-6-6	Arts	4-4-4-4	3-2-3-2	Information technology	-	0-1-1-1	Life style and practical skills	1-1-1-1	1-1-1-0	Physical exercise and sports	5-5-5-5	5-5-5-5	Available time frame for alternative use (school decides for what subject)	2-2-2-2	2-3-3-3	
Learning Domain / Grade	1 to 4 Hours/week	5 to 8 Hours/week																																				
Hungarian language and literature	7-7-6-6	4-4-3-4																																				
Living foreign language	-	3-3-3-3																																				
Mathematics	4-4-4-4	4-3-3-3																																				
Human and society (history, civic studies)	-	2-2-2-2																																				
Human in nature	1-1-1-1	1-1-1-1																																				
Our Earth and environment	-	2-2-6-6																																				
Arts	4-4-4-4	3-2-3-2																																				
Information technology	-	0-1-1-1																																				
Life style and practical skills	1-1-1-1	1-1-1-0																																				
Physical exercise and sports	5-5-5-5	5-5-5-5																																				
Available time frame for alternative use (school decides for what subject)	2-2-2-2	2-3-3-3																																				
Upper secondary education	<p>Upper secondary education (ISCED 3, typically for pupils aged 14-18, usually covering grades 9-12) is provided by general secondary schools, vocational secondary schools or vocational schools. However, general secondary schools are also allowed to offer longer programmes starting earlier (from Grade 5 or 7). General secondary schools provide general education and prepare for the secondary school leaving examination, which is the prerequisite for admission to higher education</p> <table><tr><th>Learning Domain / Grade</th><th>9-12 (high school) Hours/week</th></tr><tr><td>Hungarian language and literature</td><td>4-4-4-4</td></tr><tr><td>Living foreign language</td><td>6-6-6-6</td></tr><tr><td>Mathematics</td><td>3-3-3-3</td></tr><tr><td>Human and society (history, civic studies)</td><td>2-2-3-3</td></tr><tr><td>Human in nature</td><td>0-0-1-0</td></tr><tr><td>Our Earth and environment</td><td>6-8-4-2</td></tr><tr><td>Arts</td><td>3-2-2-2</td></tr><tr><td>Information technology</td><td>1-1-0-0</td></tr><tr><td>Life style and practical skills</td><td>0-0-0-1</td></tr><tr><td>Physical exercise and sports</td><td>5-5-5-5</td></tr><tr><td>Available time frame for alternative use (school decides for what subject)</td><td>4-4-6-8</td></tr></table>	Learning Domain / Grade	9-12 (high school) Hours/week	Hungarian language and literature	4-4-4-4	Living foreign language	6-6-6-6	Mathematics	3-3-3-3	Human and society (history, civic studies)	2-2-3-3	Human in nature	0-0-1-0	Our Earth and environment	6-8-4-2	Arts	3-2-2-2	Information technology	1-1-0-0	Life style and practical skills	0-0-0-1	Physical exercise and sports	5-5-5-5	Available time frame for alternative use (school decides for what subject)	4-4-6-8													
Learning Domain / Grade	9-12 (high school) Hours/week																																					
Hungarian language and literature	4-4-4-4																																					
Living foreign language	6-6-6-6																																					
Mathematics	3-3-3-3																																					
Human and society (history, civic studies)	2-2-3-3																																					
Human in nature	0-0-1-0																																					
Our Earth and environment	6-8-4-2																																					
Arts	3-2-2-2																																					
Information technology	1-1-0-0																																					
Life style and practical skills	0-0-0-1																																					
Physical exercise and sports	5-5-5-5																																					
Available time frame for alternative use (school decides for what subject)	4-4-6-8																																					

	Structure of the national education system 2012/13		<a href="https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries">https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries</a>
Media literacy in the curriculum	ML education in top level curriculum	<p>According to the new curriculum, Moving Image Culture and Media Studies will be integrated into the subject called visual culture with 32 lessons in total at primary level (Years 1-4).</p> <p>At lower secondary level (Years 5-8) integrated media education will be phased in from 2013. The subjects History, Literature/Mother Tongue Education and Visual Culture will have a ten-lesson media module each.</p> <p>Only at upper-secondary level (in years 9-12 in secondary schools) can media literacy become a separate subject. In year 9 schools can opt to teach either drama or media studies in one lesson per week. Later on, in years 11 and 12 schools can once again decide whether to devote two lessons per week to teaching visual culture, drama or media studies as part of their art education.</p> <p>In secondary schools, Moving Image Culture and Media Studies is an optional subject for the final school-leaving <i>matura</i> examination at an ordinary or intermediate level. The result of this exam is included in the final exam results and may be counted as part of the entrance exam process to tertiary education depending on what professional field the applicant has chosen.</p>	
	resources	MAGYAR KÖZLÖNY, 04.07.2012.; <a href="http://www.magyarokozlony.hu/">http://www.magyarokozlony.hu/</a>	
	Media literacy in education - a historical perspective	<p>In the 1960s, the Hungarian teachers of secondary schools were required to deal with films in four Hungarian language and literature classes per year, for four years. This was the first time that the teaching of film aesthetics was introduced. Teachers were not trained in any way for this task, as it was taken for granted that a teacher familiar with the field of humanities is able to analyse films.</p> <p>From 1996, the controlling role of the central curriculum is taken over by the National Core Curriculum (NCC). Instead of the traditional subjects, this curriculum assigns ten main areas of knowledge. In fact, the NCC contains mere suggestions concerning the amount of time to be spent on teaching each topic and subtopic, and the structure of the lessons; despite this, the obedient world of schools took the suggestions for rules, in most cases. From this moment, film culture and media studies is, in theory, a compulsory subject, but due to the power of tradition and the lack of film teachers, the majority of primary schools make the subject a part of teaching art, whereas it is a subtopic of Hungarian language and literature on several secondary schools. There are very few institutions where film and media studies is taught as a subject in its own right.</p> <p>The Law of Education states that all practising teachers must take part in continuing professional education of at least 120 hours every 7 years. At first, the quota for training that each teacher was entitled to from state money was half of the minimal wage; a few years later, though, it had already decreased to a fifth of the minimal wage. Because of the obvious decline in state support, trainings have less and less market potential, and it is impossible for teachers to be able to afford training from their own salaries. This fact is of vital significance, because of its bearing on the effectiveness of media and film teacher training.</p> <p>After the change of government in 1998, a new Framework Curriculum was introduced. This requires that film and media studies be taught in the last year of primary school, and the last two years of secondary school. Pupils should have one class a week, but later, even this small amount of time spent on teaching the subject was halved</p>	

		<p>in many schools. In spite of the fact that only a tiny amount of time can be spent on teaching film and media studies, at least media education is now defined by the curriculum, and therefore, it can be planned in advance. The problem is, the larger part of the secondary school age group attend trade schools and technical colleges. In these institutions, teaching media is still not compulsory, and the trade school system – representing traditional trades – is rigidly opposed to the introduction of new areas.</p> <p>In 2002, there is again a change in government. The social-liberal coalition seizes the power once again. Their aim is reforming the matura in secondary education, and the introduction of the three-stage Bologna system in tertiary education. The two most important elements of the matura reform are the abolishment of university entrance exams, and the introduction of the centralised marking of matura tests. The reform is accepted by secondary schools, though not without reluctance, and in a few years the teachers get used to the new method. Of the success of the tertiary educational reform, on the other hand, we know very little as yet, only that it is more economic than the previous system. But only several years later will we find out about how useful, for example, a Humanities BA degree will be, and whether one will be able to find any jobs with such qualifications.</p> <p>The reformed matura definitely has a positive effect on film and media teaching: in 2006, a thousand pupils will be taking the matura exam in this subject.</p> <p>We can say that due to the regulations, media studies has been “noticed” in the majority of primary and secondary schools, but in most schools the real significance of the subject has not yet been recognised, because of the lack of professional teachers, and because they fail to notice the dramatic impact of the media on the entire school.</p> <p>From the mid- to the late nineties, most applicants were motivated by their interest in film and media, whereas in the following years, acquiring the compulsory continuing education credits became the primary motivation. Ten years later, the majority are driven by the fear of losing their job if they cannot teach enough classes. At first, the majority of applicants for film and media trainings were teachers of Hungarian literature or art, but today, there are more PE, geography and music teachers applying, as the frequency of classes in their subjects has decreased, as opposed to the “main” subjects.</p> <p>The right-wing department for education, which has been in power since 2010, has radically modified the regulatory environment. As a result, most schools are now state-maintained and headmasters are directly appointed by the minister in charge of education. Also, a total freedom of choice concerning textbooks has been discontinued. Furthermore, the role of the churches has grown while that of local authorities and local communities has shrunk. An obligation of daily physical education has been imposed on schools along with compulsory moral education, which is largely administered in the form of religious education. The teaching of computer literacy has somewhat diminished, too. At the same time, the obligatory canon of Hungarian literature now includes works by authors from the first third or first half of the 20<sup>th</sup> century, whose bodies of work have been rendered dubious by well-established literary scholars, but which are strongly indicative of national commitment. The status of media education has improved at primary and tertiary levels to some extent, while it has undoubtedly deteriorated at lower-secondary level. As a result of the last educational reform of 2012/2013, the national curriculum has made a definite move towards exploring phenomena associated with new media and Internet use.</p>	
--	--	--	--

	Media literacy in the curriculum – current situation	<p>Media education is present as a cross-curricular theme in educational goals and skills to be developed.</p> <p><b>Teaching media awareness</b></p> <p>The objective is to help students become responsible participants of the mediatised global public sphere, i.e. to help them understand the language of new and conventional media. By imparting a critical attitude and by applying activity-based approaches, teaching media awareness will prepare students for the culture of participatory democracy and will enable them to consciously lead a meaningful and value-based everyday life influenced by the media. Students familiarise themselves with the workings of the media industry and its effects, the mutual relationships between society and the media. They will also learn ways to distinguish between immediate and virtual as well as public and private forms of communication, and the legal and ethical significance of these very same communicative modes.</p> <p>Media literacy is present as a separate subject or a module integrated into other subjects as follows:</p> <p><b>Moving image culture and media studies</b></p> <p><b>Basic guidelines and objectives</b></p> <p>The aim of teaching moving image culture and media studies is to impart a basic media-related knowledge with special regard to developing the understanding of moving image texts and exploring the social functions and mechanisms of the media. The subject employs a range of tools and techniques that aim to develop students' skills and personalities and enable them to make well-informed choices in the world of conventional and new media, thus helping them to become understanding, critical and equal participants in more recent forms of social interaction. Responsible citizens of a media democracy must have a media education, too. The contents and objectives of this knowledge area include components related to art education, communication, social studies as well as mother tongue culture.</p> <p>Concepts used while teaching Moving Image Culture and Media studies:</p> <ol style="list-style-type: none"> <li>1. Reading comprehension, interpretation</li> <li>2. Acquisition of knowledge</li> <li>3. Communication</li> <li>4. Critical thinking</li> </ol> <p>Contents of common knowledge for years 9-12 are as follows:</p> <ol style="list-style-type: none"> <li>1. Presentational devices used in the media <ul style="list-style-type: none"> <li>- Exploring the most important techniques of directing attention, creating a mood and interpreting (point of view, distance, lighting, movement, acting, editing) and their effects through various pieces and tasks</li> <li>- Recognising, structuring, interpreting and creating texts with non-linear and complex plots</li> <li>- Different common forms of everyday communication (online chat, text messaging, internet forums) and their linguistic characteristics. Creating virtual identities on the internet. Learning about the characteristics of internet texts by interpreting and creating blogs and social media profiles, etc.</li> <li>- Representation of reality and the problem of validity in media texts.</li> <li>- Getting acquainted with and interpreting cinematic and television productions (genre films, auteur films, television programmes, video games and various internet contents) by identifying archetypes, understanding possible effects and formulating personal interpretations</li> </ul> </li> </ol>	
--	--	--	--

		<ul style="list-style-type: none"> <li>- Understanding written reviews, analyses and studies of media texts</li> </ul> <p>2. The use and social role of media</p> <ul style="list-style-type: none"> <li>- The transformation of the public sphere and communication networks. The community forming power of media.</li> <li>- Mass communication and democracy: the freedom and responsibility of the public sphere; power and the media; news values. Content control and censorship, media law. Moral standards and media ethics.</li> <li>- The mechanisms of the media industry, the manipulative effects of advertising, strategies to boost viewer ratings, infotainment</li> <li>- Culture and popular culture</li> <li>- Media phenomena: violence (causes, effects and strategies to handle it); celebrities and sensations; the representation of genders; virtual reality. The representation of social groups and public events in the media (stereotyping, representational techniques, thematisation, the inclusion of texts in current discourses.)</li> <li>- Communities and individuals in information society. The effects of an online lifestyle on the development of personality, on social contacts, on learning, work and freetime activities.</li> </ul>	
	Comments, annexes		
Ad Teacher profession development	<p>In Hungary there are several accredited (official) teacher training programmes in Moving Image Culture and Media Studies. Future media studies teachers can choose from the following three forms of education.</p> <ol style="list-style-type: none"> <li>1. There is a two-year training course for already practising teachers, which provides a degree in Moving Image Culture and Media Studies after a successful final exam, but enrolment must be financed by applicants (or by their schools). The two pivotal elements of the course are analysis and media theory, where participants are familiarised with the means of expression in film (film codes), as well as media consumption, media institutions, media effects, media audiences and ritual theories and models of the media. Without a suitable studio and technical background, unfortunately, camera use exercises can only serve as a taste of filmmaking. They are helpful primarily in understanding how to create teaching methods.</li> <li>2. University students can study to be Moving Image Culture and Media Studies teachers in the three-stage Bologna system in tertiary education (BA-MA-PhD).</li> <li>3. There are also two accredited training courses available for any teacher who or whose school can finance it. One is a 20-hour theoretical training programme and the other is a 90-hour practical training programme. Both provide an official certificate at the end.</li> </ol> <p>(In Hungary there is a severe shortage of qualified media studies teachers. We would need approximately 4000 of them while we have only been able to train about 400 in 15 years. Out of those only about 40 can count as committed professionals.)</p>		
Specialized networks for media educators			