



INITIAL TEACHER EDUCATION FRAMEWORK REPORT: HUNGARY

Authored by Mario Vötsch

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WELCOME TO PIETE!



To reach new horizons in pursuit of economic growth and innovation, European education institutions need to ignite an entrepreneurial spirit among learners of all age. As a matter of fact, entrepreneurial competences are no longer considered to be only relevant for starting new businesses. Rather, they are considered to be both, applicable in “all walks of life” (Entrepreneurship Education. A guide for Educators, 2014, p.7) and key for mastering the challenge of lifelong learning, as EU policy makers have repeatedly emphasized.

Our Erasmus+ funded project “**Partnership for Initial Entrepreneurship Teacher Education**” (PIETE) has been inspired by this new scope for Entrepreneurship Education. PIETE will foster entrepreneurial competence deliverance within Higher Education Institutions (HEIs) that are responsible for pre-service teacher training. It does so by relying on the European

Entrepreneurship Competence Framework (EntreComp) as well as on institutional tandem constellations between experts of entrepreneurship and initial teacher training. These features make PIETE a unique pan-European pilot initiative with high impact potentials on pre-service teacher students who will soon become part of a new generation of entrepreneurial school teachers.

Univations strongly believes in the European idea and is very proud to be leading the PIETE partner consortium. We will do our best to make PIETE a source of inspiration for those who want to start equally minded initiatives and are keen to foster entrepreneurial thinking beyond known scopes.

*Yours,
Daniel Worch*



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Education system

The Hungarian education system

Primary education

In Hungary, compulsory pre-school kindergarten education starts from the age of 3, and compulsory school attendance extends from the age of 6 to 16 since 2012. Primary education (ISCED 1–2) takes place predominantly in 8-year general (primary) schools, including ISCED 1 primary level and ISCED 2 lower secondary level educational phases. An ISCED 1 general school primary level covers grades 1–4, while ISCED 2 lower secondary level is from grades 5–8. Successfully finishing 8th grade means the completion of primary education.

Secondary education

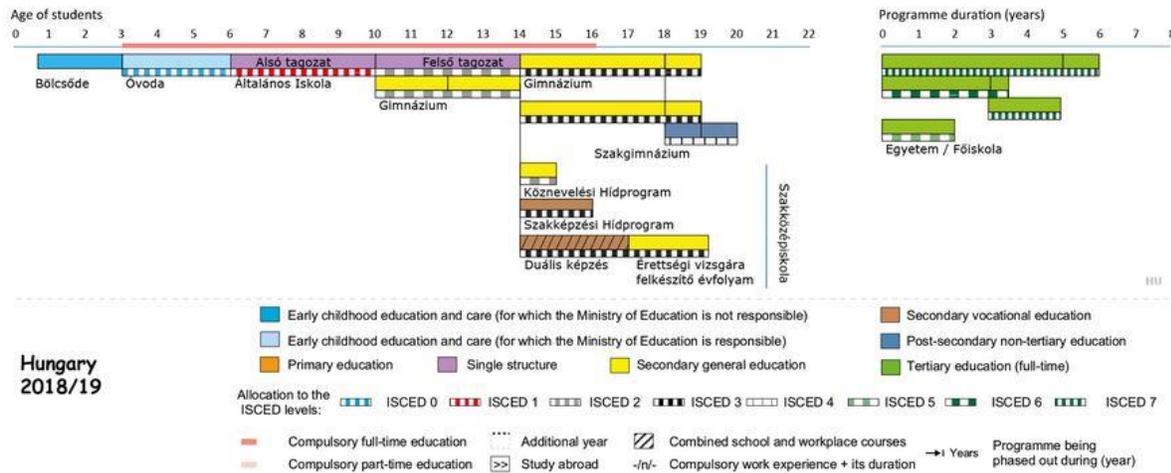
After finishing general primary school, students can continue their studies in the institutions of secondary education: in general secondary school, vocational secondary school, vocational training school or special vocational training school. Attending secondary-level schools is preceded by a central enrolment procedure. In the case of students who are not admitted to a secondary-level school or cannot complete 8th grade but still in the compulsory schooling phase early school leaving is an unfavourable option and tried to be avoided, therefore so-called bridge programmes are organised preparing them for their further education in special vocational training schools.

Among the secondary schools, the completion of general secondary school and vocational secondary school programmes with secondary school final examination gives entitlement to enter higher education. After the 3-year vocational training school students obtain qualifications for trades identified in the National Qualifications Register, however, it does not allow to enter higher education automatically. Further education is possible if students complete the secondary school final examination in additional 2 years in this school type.

Post-secondary education

The one- and two-year programmes of ISCED 4 post-secondary level vocational courses were introduced in the second half of the 1990s and their profile mostly accord with the preparation for intellectual professions. Higher education institutions (universities and colleges) can also offer

higher vocational programmes. These higher vocational programmes are built on secondary school final examination and form a transition between secondary and tertiary education as they do not provide higher education qualifications. Their completion enables the owner of the qualification to enter the labour market or continue their studies in a bachelor's degree programme of the higher educational institution through credit accreditation.



1. figure: A Hungarian educational system (Eurydice, 2018/19)

Higher education

In Hungary, higher education institutions, including the institutions of teacher education, enjoy a high degree of autonomy, which is manifested mainly in educational, scientific and research activities. The institutions are professionally independent, while in the case of public higher education institutions the government and the current State Secretary/Minister of Higher Education exercise authority rights. Higher education institutions can be established by the following stakeholders in Hungary: (1) the Hungarian State, (2) national nationality self-government, (3) ecclesiastical legal entity, (4) business association established in the territory of Hungary, (5) registered foundation, public foundation or organisation pursuing religious activities, and (6) private higher education institution operated by regular international funding.

An institution qualifies as a higher education institution only if it has been established to perform higher educational tasks defined in the Higher Education Act and has been awarded by

public recognition of the Hungarian Parliament. The management body of a higher education institution is the senate, whose head is the rector. In public higher education institutions, the chancellor is responsible for operating the institution. The chancellor provides the economic, financial, employment, legal, administrative and IT activities of the higher education institution.

Teacher education

Teacher training institutions

The Hungarian teacher training is under constant reformation; in the past 20 years the general structure of training programmes has been radically changed 3 times. *Csapó, Bodorkós and Bús* (2015) suggest that teacher education is currently taking place in too many locations compared to the size of the country. The number of institutions providing teacher training is 42 in total based on the registered majors, out of which only 22 institutions have a faculty. 61 departments of the 22 institutions having faculty structure are involved in teacher training. At the same time, the Hungarian educational statistics reveal that the students admitted to teacher training majors are distributed extremely unevenly among the institutions. Most students with a teaching major are accepted by a few large universities. In some, mainly provincial, training institutions the number of students is too low to be able to economically provide the infrastructure and teaching staff with special qualifications required for high-quality training.

Universities and colleges

The Hungarian situation is further refined by the phenomenon, still found in more or less Central and Eastern European countries and inherited from the past, that colleges basically provided a place for primary and lower secondary level teacher education, while universities were the institutions responsible for secondary teacher training, scientific research and training the next scientific generation. Such separation of training institutes of teacher education at college and university level can be traced back to deeper sociological and scientific policy reasons, nevertheless, this duality still exists today and is present in institutional cultures.

Actors

Trainers

Educators in teacher training

The conditions of employment in teacher training fully correspond with the rules of employment in any other areas of higher education and the scope of regulation uniformly extends to all the Hungarian higher education institutions. The conditions of employment are laid down in the Higher Education Act, which defines posts where scientific performance and academic degree are the requirements of promotion. An institution may create successive posts of assistant lecturer, assistant professor, university associate professor, college associate professor, university professor and college professor in the promotion system.

Based on the Higher Education Act, indefinite-term employment in assistant lecturer post requires starting the doctoral training programme, while the assistant professor post necessitates having or obtaining a doctoral degree. The teacher who does not obtain an academic degree in ten years from recruitment can no longer be employed as an assistant lecturer. The condition of gaining the position and title of associate professor, besides a PhD degree, is managing the educational and scientific work of students and assigned teachers and being prepared for lecturing in a foreign language. The posts of university and college professors can be gained by those who have an academic degree, as well as domestic and international recognition in their disciplinary or artistic field. The appointment of university professor is subject to achieving habilitation. Professors and researchers can be employed until they reach the age of seventy. In the case of college and university professors, the rector is entitled to terminate the employment. University and college professors reaching the age of 70 must be retired and following compulsory retirement they can be awarded with the title of professor emerita/us (*EURYDICE*, 2019c).

Besides employing educators full time, institutions also have the possibility to appoint students studying in PhD programmes to carry out teaching tasks. Part-time employment of PhD students creates a win-win situation for the training institute and the student(s). The higher education institutions can have substantial wage savings, leading professors have more time to conduct their own scientific research, and students can get credits for their work in addition to

employed in a teaching position after graduation. In the following we present such symbolic elements of the Hungarian teacher education system.

Career aptitude test

In Hungary, the candidates for teaching profession need to take part in the career aptitude test in the framework of the enrolment procedure, which takes place between the written and oral secondary school final examinations and contains the following elements:

- writing a cover letter beforehand, uploading it to the online system of Felvi, and sending it to the Teacher Education Centre of the institution
- interpreting a specific educational situation or talking about an optional pedagogical reading (oral “exam” before a 3-person panel)
- a written declaration about the non-existence of a concealed disease (at the time of the oral exam).

The aim of the career aptitude test is to meet the candidate in person and to get informed about the applicant’s career prospects, personal motivations, habit, communication skills and pedagogical ideas (SZTE, 2019). A career aptitude test does not have a selecting or filtering function in its present form, as the evaluation boards are not provided with objective pre-defined evaluation criteria helping to assess one’s suitability/unsuitability. The career aptitude test can be considered mainly as a career guidance discussion.

Teacher training programmes

The structure of teacher training

In the system of undivided training, one can apply for two teaching majors. In the so-called general subject teacher training, teaching qualifications can be obtained in an undivided, double-degree programme. Two forms of teaching majors can be distinguished: 4+1 years of primary school teacher training and 5+1 years of secondary school teacher training, where the extra one year is the continuous professional practice in school.

The primary school and secondary school general subject teacher majors are based on a common training stage. In order to progress in a double major, at least 150 credits need to be collected in the first three years of the training in a proportional distribution. If a particular teaching

qualification involves both primary and secondary teacher training, at the end of the three-year preparatory stage, students need to decide if they would like to complete their both majors as a primary school teacher major, or both as a secondary school teacher major, or one as a primary school teacher major and one as a secondary school teacher major

In the framework of primary school teacher education, the preparation in terms of the two disciplines is 100 credits respectively, and the teacher's preparation is also 100 credits. In the case of the secondary school teacher education, the disciplinary preparation totals 130 credits respectively, while the teacher's preparation totals 100 credits. The teacher's preparation includes pedagogical and psychological theoretical and practical credits, subject methodology credits, credits of teaching practices in parallel with the training and subsequent, continuous teaching practices, and the credits of a compulsory portfolio to be prepared during the training. Thus, the element with the highest credit in teacher education is the continuous individual practice teaching (50 credits), the role and weight of pedagogical and psychological courses is strongly underrepresented compared to their significance in the Training and Outcome Requirements.

Besides the elements of disciplinary and subject methodology knowledge, school practices play a crucial part in the training. The Training and Outcome Requirements differentiate three categories of school practices:

1 Collective pedagogical and individual teaching practices performed in a school under the advanced skill teacher's direction in parallel with the training

Teacher's work relevant to the special subjects related to a teaching major in special subject lessons, class teacher lessons and not special subject lessons. Practices involve the observation and analysis of lessons from a pedagogical perspective and at least 15 lessons have to be held individually.

2 Community pedagogical practice in parallel with the training

It is related to learning about the areas of organisation, management, programme preparation and community building of the extra-curricular leisure activities (camping, study circle, interests, etc) of a student age group.

3 Continuous individual school practice

It is a practice carried out in the public education institution and adult education institution under the ongoing direction of the practice leading mentor and the higher education teacher training

professional. Students acquire the school's and the teacher's complex task system of education and care, learn about the school's social and regulatory environment and the institutional structure of public education.

Educational management bodies and institutions

Before the regime change, state-owned public education institutions operated in Hungary, and from the '90s the previously state-funded institutions were within the scope of local governments, while historical churches, foundations, public bodies or private individuals could also have the possibility to establish schools. This process resulted in an excessively fragmented institutional network coping with several financial and human resource challenges. The entry into force of the Public Education Act of 2011 led to the high-degree centralisation of school maintenance and content regulation. The autonomy of schools maintained by local governments was discontinued, the kindergartens, primary and secondary education institutions formerly owned by the local government became state controlled. From September 2012, the maintenance of schools has been performed by the office operating under the authority of the Minister of Human Resources, the Klebelsberg Institution Maintenance Centre (KIMC). From the end of 2016, the operation and maintenance of the institutions has become the responsibility of the school districts (60 in total) developed in each district centre controlled by the KIMC. The central body of maintenance is the KIMC, and the established school districts carry out daily operational middle managing tasks. The scope of school district responsibilities includes governing and controlling institutions, as well as management, appointment of directors and exercising the employer's rights for teachers. It is important to emphasise that the effect of the described changes in maintenance extended to schools formerly maintained by local governments and does not apply to institutions maintained by the state, a church, a foundation, or a private individual.

Regulatory documents, the products of input and output

The effects of the structural changes in teacher training on teacher education: comparing the educational experience of Bologna-type and undivided type teacher training

In the undivided teacher training, students currently complete pedagogical and psychological courses of 28 credits, which amount is extremely small for the institutes to train teachers who have thorough knowledge of pupils' cognitive and affective development, are able to recognise pupils' needs, are armed with a versatile set of instruments and can handle the parents' problems and continuous demands. The classes of 28 credits are also insufficient for fundamentally changing the (naive) opinions of a potential teacher socialised in an essentially frontal environment on teaching. The teacher of the 21st century is generally expected to be able to change roles, placing the focus on the teacher candidate as a facilitator rather than the exclusive source of knowledge, who, in accordance with today's needs, supports the development of students' thinking skills and the construction of applicable knowledge rather than transferring factual knowledge (Training and Outcome Requirements).

3 or 4 years for the bachelor's training programme provided in the Bologna System has proved to be adequate. On the other hand, 1 year has not been sufficient for the master's-level training if we consider the difference in quality in the levels of knowledge associated with the two trainings (knowledge, competence, attitude and autonomy) defined in European and domestic qualifications frameworks.

It is a generally accepted opinion among the educators of pedagogical and psychological courses that ending divided teacher training was not an advantageous step. The decision about entering the master's degree programme (after completing orientational 10 credits) was more mature and better-founded; students more committed to the teaching profession were more likely to choose the teacher major. Having to decide about entering the master's degree programme supported the implementation of the principle that the best could also enter teacher training. The graduates' disciplinary knowledge was also presumably greater, as they performed work worthy of at least 150 credits from their first major and 80-90 credits from their second major. According to the criticism, it was only a one-and-a-half-major teacher training, while it has been replaced by two half-major trainings: in the undivided teacher training students are required to perform study work of 100 credits in both majors (Molnár, Baráth, Csapó et al., 2019).

Strategies and initiatives aimed at the development of entrepreneurial competence – Curricular regulations

In this chapter, we approach the possibilities to develop entrepreneurial competence in Hungarian schools from didactical and education methodological perspective. First, we attempt to review and examine the extent to which the demand for developing entrepreneurial competence in schools in Hungary is present and integrated in the central documents regulating the content of public education, in the National Core Curriculum (NCC) and the framework curricula built upon it. Our work is assisted by the instruments of curriculum analysis and document analysis.

The European Union issued a recommendation in 2000 about the key competences required for lifelong learning, and these competences (e.g. a sense of initiative and entrepreneurship, social and civic competences, digital competence) were already included in the general objectives of education in the Hungarian National Core Curriculum in the following year. It is still true today that the nine key competence, including entrepreneurship, are featured among the key objectives of school education in the Core Curriculum. The introduction of the chapter about the key competences in the NCC also lists several areas which are a part of each key competence, such as critical thinking, creativity, proactivity, problem solving, cooperation, risk assessment, decision making, emotion management, relationship culture and social tolerance.

These areas are of particular importance in terms of developing entrepreneurship competence as well. There is no knowledge without content and there are no applicable competences without knowledge. In the world of education, this frequently cited statement also applies to the field of entrepreneurship. If we consider entrepreneurship as a skill or competence from which it is expected that children can apply the acquired skillset in their daily life, the question arises whether the acquisition process of the competence takes place through lifelike contents or in lifelike situations in the school. Consequently, it is useful to examine the NCC and the framework curriculum in terms of the nature of the content knowledge it expects to be acquired (e.g. whether it provides realistic contents for students) and how it defines the system of specific skills and competences built upon them. To what extent is the knowledge to be acquired in line with the competences which are expected to be applied with confidence in everyday life situations?

Sense of initiative and entrepreneurship in the National Core Curriculum

The NCC provides the following definition of the competence:

“The sense of initiative and entrepreneurship help one seek to learn about their broader environment and with their knowledge be able to seize the emerging opportunities. It means knowledge, creativity, strive for innovation and taking risks, as well as making and implementing plans to achieve their aims. It is the basis for the special knowledge, skills and behaviours which are required in everyday life, in society and at the workplace.” (*Hungarian Official Journal*, p10656)

Competences, skills, knowledge, and attitudes

“Required knowledge covers the recognition and interpretation of challenges and possibilities fitted to one’s personal, professional and/or business activities, as well as a broader understanding of the operation of the economy and a confident awareness concerning the world of finance. One must also be aware of the financial and legal conditions of the operation of businesses. It includes skills and competences such as planning, organisation, management, governance, distribution of tasks, analysis, communication, good judgment, evaluation of experience, risk assessment and taking, working individually and in a team and ethical behaviour. A positive attitude is characterised by independence, creativity and innovativeness, motivation and determination to achieve aims in personal and social life, and in work.” (*Hungarian Official Journal*, p10656)

It is conspicuous about the definition that it does not consider the actor or subject of development as a child or student, but as an adult who already possesses the cited and listed knowledge, skills and attitudes by the end of schooling because the required development was carried out successfully by a person (or people). Consequently, the development path a child is supposed to go along (the questions of from where to where) are not explored and elaborated in detail in the core curriculum.

In the National Core Curriculum, educational contents related to entrepreneurship are featured in only two of 11 educational areas, namely in *Life Management and Practical Knowledge* and *People and Society*. The former includes its development as a general objective, the latter contains the development of the basic knowledge in entrepreneurship (in two lines).

In the Hungarian education system, the framework curriculum outlines the main content elements of thematic units to be processed in the lessons at each level of education (from ISCED 1 to ISCED 3). However, a detailed analysis of the document clearly indicates that entrepreneurship is not an integral part of educational areas/content units. It is present only as a general objective, similarly to the other EU key competences. At the education level we examined (ISCED 3) two subjects, History and Geography are connected with thematic units in which the intention to

develop entrepreneurship is explicitly present. In general secondary schools, and generally in secondary schools with a non-economic profile, this area is hardly emphasised. If we take a closer look at the themes to be processed, we can unfortunately see that usually the understanding of macroeconomic processes is highlighted and there are limited contents which are aimed at transferring and developing knowledge required for personal business success. Some factual information and knowledge is incorporated only where the main subject matter of classroom activities are economic topics, such as economic and financial culture, employment, processes characterising global economy, the place of Hungary in the Carpathian Basin and in Europe. They focus primarily on the forms, establishment, and operation of enterprises and not on entrepreneurship competences. However, they are not suitable for credible communication of attitude.

The description of the knowledge to be developed starts as 'sense of ...'. Our content regulation documents, especially the framework curriculum, approach the question from merely the side of knowledge, however, knowledge transfer cannot be expected to entail forming attitudes and opinions. Consequently, the currently applying documents do not provide sufficient and adequate bases for teachers to confidently transfer entrepreneurial attitude to children. Our curriculum documents thus are not coherent in this respect.

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