

Media and Information Literacy Policies in Hungary (2013)



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Dimension 1	(Short) Historical background
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Media education has always been influenced by the political, economic and cultural conditions. Hungary is a post-socialist country, so before the change of the regime in 1989-1990, media education was influenced by the socialist political and economic conditions and was focused on high culture exclusively.

Six periods of the Hungarian media education can be identified. (Five periods were identified by Imre Szijártó¹ and the last period was added by the authors of this report.) We may divide Hungarian film, and later motion picture and media education, into five sections within the schools. The first section started in 1957 with the foundation of the first film clubs, and lasted until 1965, when the Central Curriculum decreed film to be a part of required education in high schools. The second section is defined by the Curriculum of 1965, lasting until 1978, when the new Central Curriculum was issued. From 1965 to 1978, motion picture education appeared under the name of “film esthetics” and was taught in the frame of Hungarian language and literature. No one prepared the teachers for this field of education. The third section lasted from 1978 to 1980: during this time the curriculum began to lose its legitimacy, causing film education to come to a complete halt. The fourth section lasted from the ‘80s to 1995, characterized by alternative, local devices and experiments working parallel to the decentralization of educational direction. The fifth section is characterized by the required national frame of public education and gave *Motion picture and media* a place under the subject heading of “Arts”, along with visual arts, music, and drama/dance.” – writes Imre Szijártó.²

¹ Szijártó Imre: A média tantárgy a magyar közoktatásban (The subject: Media in the Hungarian Public education) Médiakutató, 2001/ Tél.

http://www.mediakutato.hu/cikk/2001_04_tel/08_media_tantargy_a_magyar_kozoktatasban/

² Szijártó, Imre: (2002) Hungary: Motion Picture and Media Education in Hungary In: Andrew Hart / Daniel Süß (Eds.) Media Education in 12 European Countries A Comparative Study of Teaching Media in Mother Tongue Education in Secondary Schools Research report from the Euromedia Project

<http://e-collection.library.ethz.ch/eserv/eth:25953/eth-25953-01.pdf>

The first, second and the third periods started and ended before 1980 so we are not elaborating on these periods. The Hungarian education system realized the importance of media education around 1962. Media education started as a part of the Hungarian Literature and Grammar education in Secondary School (K 9-12). They taught film aesthetics; basically media education was focused on art movies and high culture. Soon it became clear that the education system was not prepared for that task. At the majority of schools film aesthetics education disappeared or became formal (like offering two screenings per year). The teachers were overburdened and were not sufficiently trained. The 1978 curriculum reform conserved this situation.

The 4th period started in the 1980s. During the ‘80s media education became a victim of the legitimacy crisis of the socialist system: certain objectives were included in the curriculum and in the teaching materials, but in the majority of schools these provisions were not complied with. From the ‘80s the film aesthetics education became optional.

“The 1985 education law was -- if not quite directly -- of great importance for motion picture and media education; experts see the rebirth of the 19th century Hungarian liberal tradition in it. During the decline of the soft-dictatorship of the Kadar era, the greatest positive change in the law was declaring the professional independence of teachers and school autonomy. After the change in regime, the deconstruction of the government’s school foundation and financial support monopoly began based on this change; the race between schools and educational programs could develop. The most important points of the public education law modified in 1996 expanded the space of those involved with schools. In 1998, the second conservative legislature prepared the Frame Curriculum along with the modification of other laws to regulate proceedings; it made further decisions concerning the setup of qualification and exam centers.”³

The 5th period started with the introduction of a new National Curriculum. “In 1996, after 10 years of preparation, the 'Moving Image Programme' was accepted to aid in the implementation of the new subject, titled 'Culture of the Moving Image and Media Education', into the new National Curriculum. The new subject will be starting with the Curriculum from 1998/99. It will affect students in Years 7-12 (students of 12-18). The aim of creative media pedagogy is to improve visual language reading and writing skills as a vehicle

³ Imre Szíjártó, <http://e-collection.library.ethz.ch/eserv/eth:25953/eth-25953-01.pdf>

for understanding the media and the world of images surrounding us. Media education has already had a long history within the aesthetic and semiotic tradition and has now combined with aspects of sociology and civic education.”- reflected the Hungarian Moving Image and Media Education Association⁴ in 1996. Teacher training started in 1994.

In the 4th and 5th periods of media education in Hungary media literacy and digital literacy (as a part of computer literacy or information science) were taught separately. The link between media education and art education was strong.

The 6th period started during the era of the third conservative legislation after the change of the regime which came into power in 2010. A new educational reform was launched and with it a new National Curriculum was passed in 2013. The new curriculum is centralised, not goal but subject oriented; the organization of the material is characterized by building from the qualities of each subject; the material applied to every school and every student excludes individuality and differentiation. Moving picture and media education, according to the new curriculum, aims at cultivating basic media knowledge and it explains the role of the media in society and offers basics of media literacy. The National Curriculum considers it important that children learn about the value of audiovisual works, especially of the European and Hungarian cinema. That they should be able to consciously choose media content, and critically consume advertising and other commercial content. It emphasizes the importance of data security, data consciousness, knowledge about how to avoid addiction and other hazards. Media education is also presented as a tool to address the contemporary ethical and moral crisis.

In this period, in addition to media literacy, digital literacy became the focus of media education. Basics of computer literacy are taught within the framework of an independent subject called information science.

Links with EU

Hungary has been a member state of the European Union since 2004. On the level of documents there is a great emphasis given to media- and digital literacy in Hungary. This is partly due to European Union’s recommendations and expectations in these areas. “Hungary is very committed to media literacy projects in school education and in research but there are not many informal media literacy-related programmes or initiatives outside school. Hungary

⁴ <http://www.c3.hu/~mediaokt/angol.htm>

is very committed to cooperating with other countries and EU-programmes, but they prefer to participate rather than initiate media literacy projects.”⁵ - claims the 2007 country report about media literacy in Hungary.

With the SULINET-program (School-net program) Hungary participates in the European school-net program. The key reason was: “Bridging the digital gap in society and establishing a framework for ICT-based education at all levels.”⁶

There are also many projects on media literacy supported by the EU in Hungary. The projects IVEN and CIVICWEB are examples of that. “Hungary is part of the Idea Video Exchange Network (IVEN). IVEN's Mission Statement: To sustain a culture of creative and unique stories produced by young from around the world and build on our professional relationships through meeting and making personal connections.”

A second example is the project CIVICWEB: with Young People, the Internet and Civic Participation from the Centre for the Study of Children, Youth and Media, Institute of Education (LKL), University of London (IoE). IVEN⁷ is still on. CIVICWEB⁸ was a 3 year project that began in September 2006, funded by the European Union under Framework 6, Priority 7 ‘Citizens and governance in a Knowledge-based society’. This project focuses specifically on the range of youth-oriented civic and political sites now emerging on the web and the potential of other internet based civic activities for youth.

“ In Hungary a good climate has been developed for ML research and cooperation with ML-Projects from other countries has been promoted. But there is a lack of ML initiated by Hungarian institutions themselves, ML projects for minorities and family enrolment.”⁹

Comments:

There is a colourful history of media education in Hungary involving many changes. The new National Curriculum was launched in 2013. It is hard to evaluate the efficiency of its

⁵ Country profile Hungary V4.0 Study on the Current Trends and Approaches to Media Literacy in Europe, European Commission 2007 <http://ec.europa.eu/culture/media/media-content/media-literacy/studies/hungary.pdf>

⁶ www.sulinet.hu

⁷ <http://www.911media.org>

⁸ www.childrencyouthandmediacentre.co.uk

⁹ Country profile Hungary V4.0 Study on the Current Trends and Approaches to Media Literacy in Europe, European Commission 2007 <http://ec.europa.eu/culture/media/media-content/media-literacy/studies/hungary.pdf>

operation during this short period. However, there are visible intentions to centralize, homogenize media education as well as the whole education system and content which narrows down the possibilities and colourfulness in education. In our opinion, there is another problem with the content of media education, as it focuses again on high culture media products, European and Hungarian cinema creations and critical consumption of other media contents. It does not take into account the real tendencies of popular culture which is in the focus of students’ interests. There is also an open question related to textbooks, as the new reform wants to homogenize not only the curricula but the textbooks too. On the other hand, the intention to narrow the gap between media literacy and digital literacy can be a very positive change, just as the recommended changes in the method of teaching media education with its emphasis on discussions and debates.

Dimension 2	Legal policy framework
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In Hungary there are two major areas regulated by the force of law that have an impact on media education. The first area is public education; the second is the media system.

Among the legal documents regulating media education the most important one is the **National Curriculum** (Nemzeti Alaptanterv). A new version was passed by the government in 2012 (110/2012 Government Decree)¹⁰ and was published in Magyar Közlöny¹¹ on 4th June 2012/66. A related document specifying in detail the objectives outlined in the National Curriculum, the so called **Frame Curriculum** (Kerettanterv) appeared as a ministerial decree 51/2012 of the Ministry of Human Resources. It came into force on 1st September 2013 in years 1, 5, and 9 of the public education system. **The Ministry of Human Resources** is responsible for the shaping of school education from nursery to university. Within the Ministry there are a number of specialist departments including the Ministry of State for Education.

The **National Curriculum** provides a general guideline of the purpose and function of education. It defines a number of educational goals and a number of key competences.

¹⁰ following a new law re-regulating public education in Hungary: Act CXC of 2011 on National Public Education (Magyar Közlöny 2011/162)

¹¹ the official legal gazette of the government

Among the educational goals we can find the explicitly stated goal of educating children to become media literate. **Media awareness** is the actual word used. The goal, according to the document, is to make pupils responsible participants of a global and mediated public sphere, who understand the language of the old and new media. Furthermore, media literacy education develops an interpretive and critical attitude, it is activity centered and thus prepares for a participatory culture of democracy and for a conscious and value centered life. Pupils should become familiar with the functioning of the media, the relationship between media and society, and they should become able to differentiate between real and virtual experience, public and intimate interaction and the legal and ethical importance of these differences.

The same document also defines a number of key competences the educational system has to develop in the pupils, in line with the EU recommendation (2006/962/EK) about key competences needed for life long learning. These include the key competence: **digital literacy** defined as: the confident, critical and ethical use of the content available through information and communication technology (ICT) within social relations, work, communication and free time. It includes the skills of identifying, retracing, evaluating, storing and producing, presenting and exchanging information, digital content production and sharing and communication based cooperation on the Internet.

Some of the other key competencies outlined in the National Curriculum also require in some of their elements skills related to media-, computer-, information- or digital literacy. These are: communication in the mother tongue; aesthetic-artistic consciousness and expressiveness; social and civic competencies; effective, independent learning. These links are explicitly stated in the Frame Curriculum.

The second major area having an impact on media education is the media system. The most important legal documents in this area are **Act CIV of 2010 on the Freedom of the Press and the Fundamental Rules of Media Content** (consolidated version effective from 1 Aug 2013)¹² of which Article 10 states that:

“All persons shall have the right to receive proper information on public affairs at local, national and European level, as well as on any event bearing relevance to the citizens of Hungary and the members of the Hungarian nation. The media system as a whole shall have

¹² the English version is available here: <http://www.hunmedialaw.org>

the task to provide authentic, rapid and accurate information on these affairs and events.” The second, much longer law is:

Act CLXXXV of 2010 on Media Services and Mass Media (consolidated version effective from 1 Aug 2013)¹³ of which a number of articles address the issue of media education. These are the following:

Article 5. which states “The right to information and the right to be informed of those living within the territory of Hungary and of the members of the Hungarian nation and, in connection with this, the development and strengthening of publicity in the democratic society are fundamental constitutional interests. “

It also addresses the question of the protection of children and minors by assigning the task of overseeing a programme rating system according to age to the Media Council of the National Media and Info communication Authority.

Article 83 describes the objectives of **Public Media Services**. It includes the objective to

“ (2) c. promotes acquisition and development of knowledge and skills needed for media literacy through its programmes and through other activities outside the scope of media services.”

The National Council for Communication and Information technology is a counselling and advisory body to the Government which provides opinion on

Article 121

the program for building an information society and strategic decisions concerning the promotion of information culture and information society.

Among the responsibilities of the **Media Council of the National Media and Info communication Authority** the law lists the responsibility to

Article 132

k) „undertake a pioneering role in developing media literacy and media awareness in Hungary and,

¹³ the English version is available here: <http://www.hunmedialaw.org>

In this context, coordinate the activities of other state actors in the area of media literacy, assist the Government in drafting its upcoming interim report to the European Union on the subject matter;”

Article 138

(1) “**The Institute for Media Studies of the Media Council** (...) is an independent entity of the Authority, assisting the operation of the Media Council, and pursuing independent scientific activity. (...)

(3) The Institute’s tasks shall be as follows:

Support the operation of the Media Council by way of performing research and analysis;

Conduct social science research connected to the media;

As we could see the law assigns a number of tasks related to media literacy education to the media regulatory body and to the public media.

The Ministry of National Development is responsible for the development of info communication in Hungary. There is an independent specialist department of info communication led by a Minister of State for Info communication. They are also responsible for a third important document which is: **The Digital Renewal Action Plan**¹⁴

According to Zsolt Nyitrai¹⁵, the ex-minister of state for info communication:

“The Minister of State for Info communication manages tasks related to policy on audiovisual media, public administration IT infrastructure, the electronic media, frequency regulation, the information society and postal affairs. One of the Office's fundamental goals is that in realizing its full potential, the info-communication sector should become the engine of Hungarian economic growth.(...) The European Commission has adopted in this spirit its overall information society strategy on 19 May 2010. The information society and within the

¹⁴ http://www.kormany.hu/download/7/0d/30000/Digitalis_Megujulas_Cselekvesi_Tervull.pdf

¹⁵ <http://nyitraizsolt.hu/news-in-english/digital-renewal-to-boost-hungarian-creativity/> September 16. 2013.

digital literacy could not be more current issue. (...) Yet, in some areas and social strata the digital illiteracy rate is still very high. It affects almost half of the population aged over 15 years, 44, 5 % of the total. Most of them would not be willing to use the computer even if their job would require it. This implies a strong negative attitude, which impairs the quality of life and the competitiveness prospects of the country. (...) There is a strong commitment of the Hungarian Government and the Ministry of National Development, which is responsible for the info communication policy in Hungary that these eSkills key competencies of utmost importance in Europe should be grown explosively in Hungary amongst citizens, small and medium enterprises and also in public administration. In the process of building a more competitive Hungary, there are some crucial points, like the elimination of digital illiteracy, raising awareness and promoting conscious use of cyberspace in basic education, while training more IT professionals in smart and innovative ways; which can be found in the “Digital Renewal Action Plan”.

Comments

There are two ministries –**The Ministry of Human Resources** and within it the **Ministry of State for Education** and the **Ministry of National Development** and within it the **Ministry of State for Info communication** – responsible for media education in Hungary. We could not find signs of formalized cooperation between the ministries relating to the question of media education. The main responsibility for media education is carried by the Ministry of Human Resources through its regulation of the formal education in Hungary. A much smaller responsibility for media education is assigned to the public broadcasting system and to the Media Council (the media regulatory body). (For the actual content of media education within these frameworks see Dimension 3.) The importance of media awareness, media literacy and digital literacy are emphasized in the above described legal documents, however the terms and their differences are not very explicitly defined. There seems to be an overlap between media and digital literacy, however, digital literacy seems to include computer and information literacy while media literacy sometimes designate something separate and sometimes include digital literacy. The Digital Renewal Action Plan basically defines digital literacy as a technical skill, and emphasizes the importance of access and users’ skills.

Links with EU

In the National Curriculum there is a reference to key competences defined by the EU so we can presume that digital literacy appeared in the Curriculum following EU guidelines

describing key competences. The Digital Renewal Action Plan also appears in the context of EU’s digital plan as being a part of the “Strategic Plan of Action for the Renewal of Digital Europe 2020”. The 2010 law on the media was severely criticized by EU bodies for its presumed restriction of the freedom of the media. As a result a number of changes have been introduced in the law which is still strongly criticized by Hungarian opposition for allowing for a biased public media and a one-sided, pro-government regulatory body.

Dimension 3.1	Capacity-building: teacher training
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Teacher training

Teacher training in media education started in the 1990s with the introduction of the new subject ‘Culture of the moving image and media education’ in the National Curriculum. “The first initial teacher-training course was launched within the Aesthetics Department of a major Hungarian university (ELTE, Budapest) in 1994/95. It could serve as a model for the future media pedagogy training. The 35 students of this first course finished their studies in 1997/98. The training in the 8-term course takes 12-14 hours a week. It contains 8 terms of film history and analysis, 6 terms of practice for film structure and theory, 4 terms of mass-culture theory, practice of film criticism, theory of television genres, teaching methodology and practice. There are more initiatives in progress all over the country (in six institutions of higher education).”¹⁶ The ELTE teacher training course is still on.

According to a survey taken in 1998 there were fifteen courses, which prepared a teacher to teach the subject “Culture of the moving image and media education”. The number of hours of courses varied between 60 and 120. Most of the courses were offered by educational institutions, some of them linked to a university or a college or further training organization operating under a higher education institution.¹⁷

“Training programmes at the large number of independent, largely autonomous institutions are run without any sort of regular central outcome assessment or other control mechanism. It

¹⁶ <http://www.c3.hu/~mediaokt/angol.htm>

¹⁷ Szijártó Imre: Tanártovábbképzés a mozgóképkultúra és médiaismeret oktatásához: egy rendszer kiépülése OFI 1998
<http://www.ofi.hu/tudastar/tanartovabbkepzes>

is doubtful whether the entire range of institutions — which are incomparably distant from each other in terms of mission, infrastructure and human resources — will be capable of offering teacher training programmes meeting the same requirements.” writes Andrea Kárpáti about the situation before 2009.¹⁸ “Film literacy is included in initial teacher training as well as in-service professional training. Moving Image Culture and Media Knowledge is offered at BA and MA level for which limited bursaries schemes are available. There are also shorter certificated postgraduate courses. Limited funds are made available to schools towards teachers’ postgraduate study.”¹⁹ – reported László Hartai about film-literacy teacher trainings in 2012. By that year the shorter teacher training courses had practically died out.

By 2013 the situation has changed significantly. Presently there are four universities offering degrees in teaching media. Since 2013 the university education of teachers in Hungary is not done within the Bologna system of BA and MA structure but is done within a 4+1 year education program. There are 50 full time and 10 part time courses. The number of alternative courses are basically this high because these are double major university courses.²⁰ Students can only take media education together with another major which can be: Hungarian literature and grammar, History, Art, Music, PE, Foreign language and culture, Geography or Information Science.

The 100-credit media, film and communication teacher training is based on a 18-credit basic training where students are given an introduction to the theories of communication, media, film and visual culture. The introductory training contains the various fields of communication, media and film history, genres, and methods of analysis among others. The course includes a practical module, which prepares students for various types of media content preparation²¹.

¹⁸ Andrea Kárpáti: Teacher training and professional development in: *For the renewal of public education in Hungary*, eds: Fazekas, Károly János Köllő, Júlia Varga, Ecostat, Budapest, 2009. <http://econ.core.hu/file/download/greenbook/chapter8.pdf>

¹⁹ László Hartai: Hungary in Film Literacy in Screening Literacy Europe Country Profiles, European Commission <http://ec.europa.eu/culture/media/media-content/media-literacy/literacy-country-profiles.pdf>

²⁰ Since 2013 all students studying to become teachers in primary high or secondary education needs to take double majors.

²¹ <http://www.commonline.hu/en/node/855>

The Hungarian school system

In Hungary compulsory participation in the formal education system starts at age 3 with 3 years of kindergarten. It is followed by primary education, (primary low: 4 years, primary high: 4 years) and secondary education which can be of three types: vocational school (normally 3 years) professional secondary education (4 years), academic secondary education (gymnasium) (4 years). The earliest age pupils can leave the formal education system is at age 16. The state education system has been recently (2012) centralized with one central body (named: Klebelsberg Intézményfenntartó Központ) working under the Ministry of Human Resources becoming responsible for the operation of the complete public education system with the exception of kindergartens which are under the control of the local municipalities.

The Curriculum

The educational content of the formal school system (K12) is regulated by the force of law in the following official documents: National Curriculum, Frame Curriculum. Based on these documents the schools need to create their own syllabi. Individual schools can only decide on their own discretion on the content of 10 percent of the total teaching time.

National Curriculum

The National Curriculum is the most general document which provides a general guideline of the purpose and function of education. It defines a number of key areas and educational goals as well as key competences the educational system has to develop. Among the 12 areas of development it specifies media awareness; among the 9 key competencies it names digital literacy. (For detail: see dimension 2.)

Some of the other key competencies outlined also require in some of their elements skills related to media-, computer-, information- or digital literacy. These are: communication in the mother tongue; aesthetic-artistic consciousness and expressiveness; social and civic competencies; effective, independent learning.

Frame Curriculum

The general guidelines of the national curriculum is translated into more specific teaching objectives in a second document called frame curriculum which also specifies the actual content of all subjects, the number of teaching hours assigned for each topic within the

subjects, as well as potential links to content of other subjects. In case of media education the links lead to: mother tongue education, history, philosophy, visual education and information science.

For the **first 4 year** period (primary low; junior school) media education takes place within the framework of the subject **visual education**, traditionally called drawing. According to the curriculum media education in this period is centered on children’s own experience of media, the difference between different media texts and some attention is paid to safe and creative Internet use as well. Media education thus starts at an early age, however, the fact that it is not done in the framework of a separate subject weakens its effectiveness.

Information science, on the other hand is a separate subject, it appears in the 4th year of primary low, as an optional subject. (Schools decide whether to offer it).

Topics within the subject include: computer use, interaction through computers, preparing documents, basic applications for drawing, music, animation, data processing, sources of information, basic algorithms, and models, tools of info communication, searching for information, e-book use, information society, netiquette, and library use.

In the **second 4 year** period (primary high; middle school) the situation remains more or less the same with information science becoming a compulsory subject, while media education remains taught within the framework of visual education.

The now compulsory **information science** subject offers competencies related to computer use (word processing, e-mail, and search engines, databases, tables, and presentations, creation of multimedia material, internet safety, library use, problem solving, algorithms, and programming.)

In **academic secondary education** (gymnasium) in the **first two years** (year 9-10) media studies (called: **culture of the moving image and media education**²²) become a separate subject which has the status: ‘compulsory optional’, meaning schools can choose whether to offer this subject or the subject: drama/dance. In the last two years (year 11-12) schools can choose whether to offer media studies as a separate subject from the available study hours assigned for arts education in general (including music, drama-dance, visual culture, and

²² The Hungarian name of the subject is: Mozgóképkultúra és médiaismeret

media studies) or include media education in the general framework of Arts in a smaller number of hours or not to teach media studies at all.

The emphasis of the subject is on visual and film literacy and, to a lesser extent, on digital literacy. It is stated that the subject should encourage an independent and critical attitude of media consumption as well as creativity and active participation.

The content of the subject includes: understanding the language of the moving image; short media history; the public sphere; the social role of the media; specificities of web based text; web. 2.0.

Information science is a compulsory subject in the first two years. (Years 9-10.) Its main aim is to improve digital literacy. Content includes: use of information science tools; software use, problem solving with information technology; info communication; information society; library use.

In **professional secondary education** media studies (**culture of the moving image and media knowledge**) as a separate subject appear for one year, in year 10, as an optional choice from the Arts subject group.

Information science is compulsory for one year in the first year (year 9).

For **vocational training** there is neither separate media studies subject nor information science as separate subjects. Media literacy is taught within mother tongue education. The Curriculum for vocational schools emphasizes the pupils’ existing familiarity with visual and web based images and web. 2.0 applications and suggests that texts in general might be better approached through this familiar medium.

Comments

There is an ambiguity present in the above described system of media and information education. There are very detailed syllabi of media studies for each age group which include all important aspects of media literacy and the concept is introduced at a very early age. This suggests that a great importance is assigned to this area. However, the fact that media studies is either taught within the framework of another subject (visual education) or offered only as an optional course taught in maximum 1 hour per week weakens the importance of the area. It is entirely possible to go through the formal education system without any explicit media education. The situation of the area is even weaker in professional and vocational secondary

education. Visual education, the host subject has its own, more traditional and also extensive syllabus, thus we can presume that teachers under a lot of time pressure may choose the easier way of neglecting the new and perhaps less familiar content for the sake of the older, more traditional and more familiar content. The extensive scope of the subject ‘the culture of the moving image and media knowledge’ paired with the low number of teaching hours (and coupled with big classes and a tradition of frontal style of teaching) probably makes it difficult to encourage students’ active participation, action based learning, creative participation, and own media material production. A more passive, concept and information based approach is a more probable scenario in most schools.

We have no exact up-to date data on how many of the schools opt to offer media education as a separate subject or on what is actually happening within the classrooms. A 2009 research on media literacy showed that in about 2/3 of the examined schools media education was taught as a separate subject while in the rest of the schools it was integrated within other subjects. The latter was mostly the case in primary schools where media education was taught in approximately half an hour per week, while in secondary schools media education was mostly taught as a separate subject on average in one hour per week. The same research also showed that out of the 111 teachers in the sample 37 had university degree in media education and a further 34, though had other degrees, took a further education course (120 hours) in media education. The observation of teaching showed that teachers mostly dealt with the codes of the moving image, with the history of the press, and with understanding media texts in their classes. The least attention was paid to conscious and critical media use.²³

Information science has a stronger position as it is a compulsory subject for a couple of years both in primary and secondary education with the important exception of vocational training. It has a strong technical focus not designed to support critical media reception while creative media production is supported to a limited extent.

²³ Herczog Csilla – Racsko Réka: Hol tart a hazai médiaoktatás? A tizenévesek médiaműveltségének empirikus vizsgálata a tudatos médiahasználat és kritikus médiafogyasztás vonatkozásában_ *Oktatás-Informatika* 2013/ 1-2

<http://www.oktatas-informatika.hu/2012/07/herczog-csilla-racsko-reka-hol-tart-a-hazai-mediaoktatas-a-tizenevesek-mediamuveltsegenek-empirikus-vizsgalata-a-tudatos-mediahasznalat-es-kritikus-mediafogyasztas-vonatkozasaban/>

Dimension 3.2	Capacity-building: <i>Teaching/training</i> <i>Materials and other relevant content</i>
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As Hungarian media education (in the form of film education) started in the 60’s there is a huge tradition behind the teaching and training materials. Over the past forty years the course content and the attitude of the subject continuously evolved. Continuous renewal was necessary because in the field of media communication more professional and pedagogical paradigm shifts took place in this period, and the content of the subject made great efforts to follow this changes.²⁴ “Three generations of high school textbooks have been published during the Hungarian history of motion picture and media education. We are also familiar with other textbooks written for elementary school students.”²⁵

The first books for the four grades of high school students (K 9-12) were published by István Bölcs between 1966 and 1969. The title of the books are: *Film-aesthetics I-IV*. (Filmesztétika 1,2,3,4.). Basically the content of the book related to film education, the aesthetic functions of moving picture. They only deal with art films from a normative perspective –says Hartai.

The second book appeared in 1979 by Pál Honffy, the title is: *About film and television for high school students* (Filmről, televízióról középiskolásoknak). This book also deals with the aesthetic functions of film. It focuses on the aesthetic role of the art movies from a non-normative point of view- according to László Hartai. Honffy has also published other textbooks, one for the elementary school children: *In the cinema, before the screen* (1991) (Moziban, képernyő előtt), one as a teacher’s handbook for teaching film-aesthetics: *Guide for teaching. About film and television for high school students* (1979) (Útmutató a ‘Filmről, televízióról középiskolásoknak’ című kézikönyv iskolai felhasználásához) and two textbooks on film-analysis together with an other author Vera Gyürey: *The moving image* (1984) (A mozgó fénykép,) *From Chaplin to Mihalkov* (1988) (Chaplintól Mihalkovig) for high school students and several books in the topic for the wider audience.

²⁴ Imre Szijártó: Elektronikus tananyagok a mozgókép és médiaoktatásban in: Agria Média 2008 és ICI-8 Információtechnikai és Oktatástechnológiai Konferencia és Kiállítás
http://videotorium.hu/hu/recordings/details/2409,Elektronikus_tananyagok_a_mozgokep_es_mediaoktatásban

²⁵ <http://e-collection.library.ethz.ch/eserv/eth:25953/eth-25953-01.pdf>

The third generation of books appeared after 1996. The market became colorful with several alternative books. And there is also a shift from film and aesthetics towards media as a whole, the media landscape and the social background of media.

Books from this phase: Edit Boda:, *Media guide I-IV*. (Médiakalauz I-IV) for grades 1-10 published in 1997.

József Csákvári - Judit Malinák: *Culture of the Moving Image and Media Education. The language and social background of mass media* (Mozgóképkultúra és médiaismeret. A tömegmédiá nyelve és társadalmi háttere) – published in 1998 for grades 11-12.

There are also some books which are available only online:

Gábor Gelencsér: *The city and the moving picture* (A város és a mozgóképek) for grades 9-12. (Available in Hungarian: <http://www.c3.hu/~mediaokt/gelencser-1.htm>)

János Horvát: *Television and business, genres in television, the professional communicator at television* (A televízió és az üzlet, televíziós műsортípusok, a televíziós személyiség) , for grades 9-12. (Available in Hungarian <http://www.c3.hu/~mediaokt/johorvat-1.htm>)

György Báron: *Story of storytelling* (A történetmesélés történe) for grades 9-12. (Available in Hungarian: <http://www.c3.hu/~mediaokt/baron-0.htm>)

And a reader edited by Gábor Gelencsér is also available in Hungarian online at the Hungarian Electronic Library: <http://mek.niif.hu/00100/00125/00125.pdf>

Textbook for teachers:

Hartai, László: *Teacher’s book for Culture of the moving image and media education* (Mozgóképkultúra és médiaismeret. Tanári kézikönyv a mozgóképkultúra és médiaismeret tanításához) Korona Kiadó 1998.

Szijártó, Imre: *Methodology of teaching Culture of the moving image and media education* (A mozgóképkultúra és médiaismeret tanításának módszertana.) Pedellus Kiadó, 2008.

“At the moment, students in high school in general use the László Hartai - Klára Muhi textbook entitled *Motion Picture Culture and Media Knowledge* for Ages 12-18 (Hartai-Muhi

1998). The textbook goes beyond the requirements of the NAT [National Curriculum] and was written for grades 7-12. It contains material to be studied in a module form.”²⁶

For the 5-8 grades of the elementary schools another book from Honffy Pál was published in 2004. The title of the book is: *Pictures, moving pictures audio pictures – Media studies for beginners*. (Képek, mozgóképek, hangosképek, Médiaismeret kezdőknek)

After the changes in education which we summarized before, there has been a clear tendency to centralize not only the education but also the textbook market. The efforts of the current ministry dealing with the standardization of education are clearly shown: they want only one or maximum two textbooks in all subjects used by all high school students in every high school. The choice/approval of the books is the task of the Ministry, the process is presently under way.

Other teaching materials

In the early stages of teaching the subject: The Culture of the moving image and media education, the online programs of Sulinet (School TV) were used.²⁷ The package included 93 lectures. (Mozgóképkultúra és médiaismeret tananyag) This package is not available online any more. There is also a package available on CD for the final exam for the subject: The Culture of the moving image and media education. The packages are created by Imre Szíjártó.

“Among the more modern audio-visual material is Motion Picture Language Practice with János Herskó I-II. -- a methodology video series -- and Film Classes, Media Classes, which is also a cassette series. The CD-ROM dealing with the Works of Miklós Jancsó, one of the most important Hungarian film directors on an international level, was compiled partly for use in schools. Each of the three materials was compiled and edited by László Hartai.”²⁸

“There is also an agency that ensures content quality and education materials called **Educatio**. With Educatio the country has purchased licenses, which enables them to publish educational content on the web and expand the national education program in line with the academic

²⁶ <http://e-collection.library.ethz.ch/eserv/eth:25953/eth-25953-01.pdf>

²⁷ <http://e-collection.library.ethz.ch/eserv/eth:25953/eth-25953-01.pdf>

²⁸ <http://e-collection.library.ethz.ch/eserv/eth:25953/eth-25953-01.pdf>

portal Sulinet. The central government encourages the production of domestic content and promotes alliances with international companies such as Intel and Microsoft.”²⁹

And there are also several available materials prepared by high school teachers themselves.³⁰ These materials are based on the creativity of high school teachers. They are very colorful and are different in quality also.

Dimension 3.3	Capacity-building: funding
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Media education in Hungary is primarily done within the state education system. Thus it is financed by the state from the budget available for public education. No exact data on the amount spent on media education was found. Some funding presumably comes through the Media Council (the media regulatory body) and the public media (both state financed) as it is their legal responsibility to participate in media education. However their participation –as outlined under Dimension 4 – is very limited.

For the civil society projects outlined below funding can come from different sources, however their funding is usually uncertain and limited. They can also apply for funding to the National Civil Fund (Nemzeti Civil Alapprogram)³¹.

The private sector does not visibly participate in media education in Hungary.

Dimension 4	Role of actors (outside school system)
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Film education remains an important part of media education in Hungary. In a 2012 report on film literacy László Hartai summarizes film education outside the school system:

²⁹ Emedus report on Hungary

<http://www.emedus.com/images/PDF/HUNGARYD.pdf>

³⁰ see: <http://barnane.blogspot.hu/2012/03/mozgokepultura-es-mediaismeret.html> or <https://sites.google.com/site/vzsuzsa/muveltsegi-terueletek-es-tantargyak/muveszetek/mozgokep-es-mediaismeret> or <http://express.smarttech.com/?url=http%3A%2F%2Fwww.tananyagpiac.hu%2Fsites%2Fdefault%2Ffiles%2Ftananyagok%2Fszovegertes.notebook#>

³¹ http://www.nca.hu/?page=webtext/show&wte_code=aboutus

“The Hungarian Motion Picture Public Foundation supported informal film education for 20 years but was abolished in 2010. At present, it is in the remit of the National Hungarian Cultural Fund to fund film clubs and festivals. A few film education schemes are delivered by film clubs, funded partly by local government, in a variety of contexts from the institutional and educational to community spaces.

Audio visual sector: The film industry supports school screenings and festival education programmes. One of the largest film distributors, Budapest Film, funds free secondary school screenings. The industry also organizes special screenings with guest speakers for adults.

Cultural bodies: The National Cultural Fund plays an important part in film education initiatives through publishing resources, school screenings and financing festivals, film clubs, college initiatives and summer workshops. It remains to be seen how committed the new structure is to film education activities, following the dismantling of the Hungarian Motion Picture Public Foundation.

The National Audiovisual Archive of Hungary was partly established for training and educational purposes. In addition, a number of festivals are programmed for various audiences including children, young people and special interest groups.”³²

The most important actor in **media education** is the state through its regulation of the content of the formal public education system (see dimension 3.) Other actors include the public media, the Media Council (regulatory body of media), private organization, especially commercial media organizations, and the civil sector.

The Media law (see dimension 2.) obliges the Public Media and the Media Council to contribute to the development of media literacy in Hungary. However, at the moment this obligation is only partially met.

Public Media Academy Foundation³³

The Public Media in co-operation with Pázmány Péter Catholic University organizes a 4 semester postgraduate education for journalists aimed at preparing journalist for working in

³² László Hartai: Hungary in Film Literacy in Screening Literacy Europe Country Profiles, European Commission <http://ec.europa.eu/culture/media/media-content/media-literacy/literacy-country-profiles.pdf>

³³ Közzolgálati Médiaakadémia Alapítvány www.kmaa.hu

the public media. It is somewhat surprising that the Public Media is cooperating with a Catholic university in this task.

According to Article 132 of the media law it is the responsibility of the **Media Council of the National Media and Info communication Authority** to „undertake a pioneering role in developing media literacy and media awareness in Hungary and, in this context, coordinate the activities of other state actors in the area of media literacy.” The only visible sign of this activity so far is the creation of a media education centre called: **Bűvösvölgy Centre for Media Understanding and Education**³⁴ It is operated by the National Media and Info communication Authority and was started in 2013. According to their home page: “It aims at creating a new media culture.” Children can visit the place housing the project planned to be equipped with professional TV studio and green boxes for experiencing virtual reality where they can use media tools to create their own media material, understand the secrets of media production through play, safe internet and mobile use etc. It plans to have 10.000 visitors yearly aged 9-16. Their partners listed on their home page include the major public and commercial television channels, news portals and important actors of the telecommunication industry. (Index, Invitel, Magyar Telekom, Microsoft Hungary, MTVA, Nokia, Origo, RTL Klub, Telenor, TV2, UPC, Vodafone)As it has not started its real activity yet we cannot really judge its role in increasing media literacy in Hungary.

Conferences, research

In 2013 the **7th international conference 'On the effect of media on children and youth'** (A média hatása a gyermekekre és fiatalokra) was organized within the framework of the European Union's Safer Internet Plus program, organized by the International Children's Safety Service (Nemzetközi Gyermekmentő Szolgálat) with the support of the Hungarian Media and Info communication Authority.³⁵

Besides the question of safe internet and social media use the conference focused on questions of media literacy and media education as well. This is also a regular forum for the presentation of research results in this field.

OFI, the **Hungarian Institute for Educational Reform and Development** is also an active participant in educational research including research on media education. The Institute was

³⁴ <http://h95.hu>

³⁵ see: <http://www.gyermekmento.hu> and <http://www.saferinternet.hu>

one of the organizers of the EU funded Emedus project aiming at mapping the situation of media literacy in Europe. In 2013 they organized the conference „Media awareness in education” (Médiatudatosság az oktatásban).³⁶

Civil Society Associations

“**The Center for Independent Journalism** (CIJ) is a non-profit and non-political organization with the aim of promoting ethical, fact-based journalism and independent media in Hungary” says the mission statement of the organization. The organization was founded by the New York based Independent Journalism Foundation, IJF. The organization now plays a role as a journalist training institute but at the beginning of its operation it used to have special programs for high school students belonging to minorities also. (2001-2002: high school journalist summer courses program about television. 2005-2006: a 12 months long program for Roma high school students about radio journalism, led by international teachers).³⁷

The Hungarian Newspaper Publisher's Association (Magyar Lapkiadók Egyesülete, MLE) Their projects: "Séta", "Híd", "Ladik" - started in 2007. They developed a program to educate children about the culture of reading newspapers. It was a nationwide education program for high school youth. High school students could meet in organized forms for newspaper reading. The project is quite successful and is still on. In 2014 MLE changed the name of the program to: Media and Publicity (Sajtó és nyilvánosság, Sanyi).³⁸

The **Not-for-profit Media Centre Foundation**³⁹ organizes short training courses (few days) for (1.) people living with disability and (2) leaders, members of civil organizations to teach them how to handle media appearances.

Moped⁴⁰ (media-democracy-education) is a program package supported by Open Society Foundation (based on ideas of German media pedagogy) for media education for three age

³⁶ <http://www.ofi.hu/rendezvenyek/mediatudatosság>

³⁷ <http://www.cij.hu/en/>

³⁸ <http://www.plt.hu/hu/pressroom/news/article.php?id=55>

³⁹ Nonprofit Médiaközpont Alapítvány: www.nonprofit.hu

⁴⁰ <http://televle.hu/moped>

groups kindergarten (age 3-6) primary school low (year 2-4) and primary school high (year 5-6).

It includes material for the education of parents as well. The educational project (carried out 6 times within 3 month) can take place within the formal education system. It is developed to be used by kindergarten teachers and primary school teachers who had not previously received formal media education.

It is operated and developed by Televele Media pedagogy Workshop Association (Televele Médiapedagógiai Műhely Egyesület), a civil organization aiming at improving media education by doing research, publishing related literature and organizing programmes to increase media awareness and democracy of children, parents and educators.

Media researcher, Kriszta Nagy while describing the Moped initiative suggests that the state does not sense its task and role in the area of media awareness raising so the task is left to enthusiastic civil organizations, programmes and initiatives, which, if they are lucky and with the help of some enthusiastic teachers can achieve some change in the kindergartens and schools in improving media awareness.⁴¹

Another small-scale but important civil initiative is the “**You have a place**” –**film and media workshop**⁴² (Van helyed Filmes Média Műhely) which is operated by the “You have a place Foundation” (Van helyed Alapítvány). It was created by writer, documentary film maker Kriszta Bodis and it is part of a bigger model project started in the middle of 2000s at Hétes Settlement, Ózd. Hétes is one of the poorest Roma⁴³ settlements in Hungary. The project aims at improving the situation of the Roma people living there by creatively involving them in the process of amelioration. Part of the project is the film workshop where film projects about the people living at the settlement are made by the people, often children themselves with the help of volunteering artists. Media education and media production activities are simultaneously performed. Disadvantaged people are not talked about from above but are active participants of representing their own lives in and with the help of the media. The

⁴¹ Nagy Kriszta <http://mertek.hvg.hu/2012/10/12/a-demokracia-szovete-mediaszabadsag-es-mediatudatosag/>

⁴² www.cseppgyerek.blog.hu

⁴³ Romas are the largest ethnic minority in Hungary. Unemployment and extreme poverty is very high among the Roma population many of whom live on segregated settlements in very poor housing conditions.

project received more international awards. However, although aimed at being a model program, it is at the moment and excellent but stand alone initiative.

Another civil organization having media awareness raising and democracy building in its focus is **C³ (Centre for Culture and Communication) Foundation**⁴⁴. According to their home page “the aims of the C³ are the cultural application and creative employment of new scientific and technological discoveries, the research, development and support of innovative artistic potentials, and the initiation and realization of art, science, communications, educational and cultural programmes. C³ is an open, not for profit institution, a space for innovative experiments and developments related to communication, culture and open society, its main focus the fostering of meetings and cooperation among spheres of art, science and technology.” Among its objectives it lists: “To propagate the presence of digital culture with the initiation and operation of educational programmes of various levels, as well as the new knowledge required by the functioning of the information society. And: “To continuously develop the content and technical conditions of the direction of the new communications technologies in the sense of open strategy; to endeavor to create new results on the user-level, as well as on the level of basic research.” About its history they write: “The C³: of the Soros Foundation Hungary was launched in 1996, as a result of a cooperative effort between the Soros Foundation Hungary, Silicon Graphics Hungary and MATÁV: the Hungarian Telecom. The center, unique to the Central/Eastern European region, has assisted in the widespread propagation and innovative application of the new media, acting as a public stage for innovation and with exchange of opinion related to culture and communications, among other means, by encouraging grant applicants and the wider public in the acquaintance, employment and exploration of the Internet. (...) C³ began as a three-year pilot project, during which time it operated as a programme of the Soros Foundation Hungary. Since November 1999, it continues the work commenced as an independent institution, a non-profit, public foundation, under the name C³ Foundation, with the cooperation of its founders, the Soros Foundation Hungary and MATÁV.”

It seems that C³ was very active during its first 3 years as a pilot project but many of its activities stopped after the pilot project ended. **The Hungarian Moving Image and Media Education Association**, an association for teachers and students of the culture of the moving

⁴⁴ www.c3.hu

image and media education, for example, which was also strongly present with a lot of educational material on the home page of C³ have its latest news on the page in 1999.

This seems to indicate a general problem of civil initiatives. Both their scope and duration seems to be limited due to limited and uncertain financial resources. Thus a lot of good initiatives remain either isolated or temporary.

The above described initiatives aim primarily at the improvement of media literacy with a focus on democratic participation.

Another, this time nation wide and state initiated program aims primarily at the development of **computer and digital literacy**. This is the so called **eHungary Program**⁴⁵. It is described as follows:

“Since 2003 Hungary has introduced a series of eGovernment instruments. As a complementary measure, initiatives for changing citizens' attitudes to ICT were agreed upon. The primary focus of the eHungary programme was to increase digital literacy nationwide and thus to reduce the e-skills gap.

The eHungary programme, implemented in 2007, rolled out ICT infrastructure across the country in the form of a network of 1600 so-called eHungary Points. eHungary Points are public Internet access points (PIAPs) providing free of charge Internet access to anybody. It was soon realized that human assistance needs to be provided at eHungary Points for them to achieve their goal. A training programme was started to provide 1,400 people with re required IT expertise to work as eCouncillors. These are employed at eHungary Points and provide free of charge personalized help and IT support, organize trainings for local citizens, help find job opportunities and provide all type of administrative help according to local needs. As a result of the activity more than 300 000 citizens had acquired basic ICT user skills at an eHungary Point. The e-Hungary programme provided the foundation for the more recent initiatives listed below.

The eHungary network – operating since 2003 -, and the eCouncillors network, are significant tools for disseminating the information society. The eHungary network has 1 600

⁴⁵ 28th October 2013 at <http://www.emagyarország.hu/ehungary-program>

eHungary Points currently. Most of them are in settlements where the population is below 5 000, thereof 913 are operating in disadvantaged settlements.”

5. Dimension	Evaluation mechanisms (inside and outside school)
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According to the Emedus report on Hungary⁴⁶ “In Hungary there are no tools to measure media literacy competencies in general. For subjects like Culture of the Moving Image and Media” and “Information Science” pupils receive an annual grade for their performance. The Emedus report adds that there are other possibilities for receiving ICT certifications: The European Computer Certificate, ECDL (European Computer Driving License), if the final examination is given a grade of ‘excellent’.

The evaluation platform called **eLEMÉR** allows schools to give self-assessment: the platform measures how ICTs are present in learning, teaching, school management and infrastructure as an indicator of the progress of schools in new technologies.”

A 2008-2009 EU funded research⁴⁷ including 27 countries, Hungary among them, studied the level of media literacy in the 14-18 years age group. The research employed both quantitative and qualitative methods and besides comparing pupils who took the subject ‘culture of the moving image and media education’ with those who did not, it also looked at the actual practice of media education within schools by interviewing teachers and observing the educational process in class hours.

The **Digital Renewal Action Plan 2010-2014** lists a number of indicators to measure the success of the implementation of the Plan. These include indicators relating to the level of digital literacy of the population. The plan aims to increase broadband internet penetration from 19,7% to 25 % and decrease digital illiteracy from 36% to 24 % by 2014. It also aims at

⁴⁶ <http://www.eumedus.com/images/PDF/HUNGARYD.pdf>

⁴⁷ Herczog Csilla – Racsko Réka: Hol tart a hazai médiaoktatás? A tizenévesek médiaműveltségének empirikus vizsgálata a tudatos médiahasználat és kritikus médiafogyasztás vonatkozásában_ *Oktatás-Informatika* 2013/ 1-2
<http://www.oktatas-informatika.hu/2012/07/herczog-csilla-racsko-reka-hol-tart-a-hazai-mediaoktatas-a-tizenevesek-mediamuveltsagenek-empirikus-vizsgalata-a-tudatos-mediahasznalat-es-kritikus-mediafogyasztas-vonatkozasaban/>

increasing computer/internet availability and use at schools and the amount of digital teaching material and teacher training for increasing digital literacy of teachers.

We can conclude that evaluation mechanisms are in place with regard to digital literacy but not in place, at least not in a developed form, with regard to media literacy.

6. Dimension	Main concepts and legitimizing values
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The public formal education system is the most important actor providing media education in Hungary. Its activity is regulated in the National Curriculum and in the Frame Curriculum. The main paradigm of **media education** is that of transmission/representation. The importance of an interpretive and critical understanding of varying media texts with a special emphasis on visual images are repeatedly emphasized in these documents. On the level of documents active, ethical participation is also emphasized but its actual presence in classrooms is dubious due to reasons outlined under dimension 3. The values legitimizing media education in these documents are (participatory) democracy, valuable and safe life, self expression. The skills and competencies mentioned include critical thinking, visual literacy, computer literacy, problem solving, independent learning, and civic competencies.

The improvement of digital literacy is in the focus of the **Digital Renewal Action Plan**. The primary legitimizing value in this document is competitiveness. Digital illiteracy is presented as a major obstacle in this respect; its decrease would lead to material gains on the personal, and more importantly on the industrial, national and European level. Within the discourse of competitiveness the question of unequal chances regarding access and skills also appears suggesting that disadvantaged people (communities, regions) should be given help to overcome this problem in order to increase their and thus the country’s competitiveness. The importance of technical, operational skills as well as access to broadband and mobile internet and software are emphasized.

Civil society initiatives seem to address a perceived lack in formal education and at state level. They emphasize the value of open communication, democracy and participation and look at media education as a tool to improve civic competencies and democratic participation on the one hand, and address the problem of disadvantaged people by empowering them with the help of media, on the other hand.

The discourse of prevention is also present in the official documents as well as in public debates. The previous moral panic on the issue of media violence in television seems to be giving place to the new moral panic on the dangers Internet and social media pose to children.

7. Dimension	General appreciation (and recommendations)
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On the level of documents there is a great emphasis given to media- and digital literacy in Hungary. This is partly due to European Union’s recommendations and expectations in these areas. There is an independent subject for media education with a detailed syllabus addressing all important aspects and an independent subject for information science also including extensive material. However, in reality media education (due to its optional status) is not strongly present in the Hungarian educational system.

Digital literacy is given more emphasis, information science, although its effectiveness is criticized, is more firmly present both in the curriculum of formal education and also outside the school system in adult education. The very detailed Digital Renewal Action Plan containing clear goals and indicators also suggest stronger state commitment in this area. Thus access and the acquisition of technical, operational skills receive greater support while critical understanding and creative use of old and new media and with it active citizenship is mostly supported on the level of words only.

Civil society in general is quite weak in Hungary. Though they are present with some good initiatives regarding media education, these are limited both in scope and time.

The presence of profit oriented organizations in this area is even less visible.

The Hungarian situation in the last few years can be characterized by radical and often controversial changes taking place in many areas including the media system and the education system. New laws and regulations drastically changed the media and educational landscape of the country and both areas became highly politicized and stand in the centre of debate within the Hungarian public sphere. With the 2010 media law the debate spread to EU levels a well.

Recommendations

More emphasis on critical, active media use to improve responsible citizenship.
Teaching not only critical media consumption but also creative multimedia material

production.
Taking into consideration pupils’ real interests (Social media sites and popular culture should have stronger presence within media education).

8 Dimension	Good practices
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1/ Moped (media-democracy-education)

<http://televelle.hu/moped>

2/ <http://www.gyermekmento.hu>

3/ <http://www.saferinternet.hu>

4/ “You have a place” –film and media workshop (Van helyed - Filmes Média Műhely)
www.cseppgyerek.blog.hu

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Laws, regulations, action plans

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